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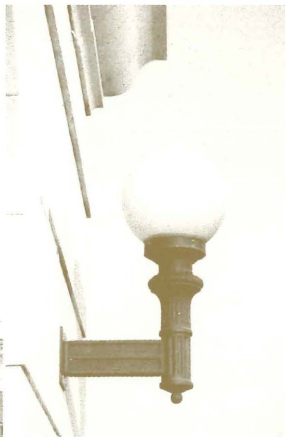
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BRIDGEWATER COLLEGE



2013 - 2014 ACADEMIC CATALOG



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ACADEMIC CALENDAR

Summer Sessions 2013

| | |
|----------------|-----------------------------|
| June 3 | Session 1 Begins |
| June 21 | Session 1 Ends |
| June 24 | Session 2 Begins |
| July 4 | Independence Day Holiday |
| Aug. 2 | Session 2 Ends |

Fall Semester 2013

| | |
|------------------------|---|
| Aug. 26–30 | Faculty Meeting Days |
| Aug. 28–30 | International Student Orientation |
| Aug. 30 | New Student Move-In |
| Aug. 30–Sept. 2 | New Student Orientation |
| Sept. 2 | Fall Registration |
| Sept. 3 | First Day of Fall Classes |
| Sept. 10 | Last Day to Add a Class |
| Sept. 20–22 | Family Weekend |
| Oct. 11 | Fall Break (begins after last class) |
| Oct. 16 | Classes Resume |
| Oct. 18 | Mid-Term Grades Due |
| Oct. 18–20 | Homecoming |
| Oct. 31–Nov. 1 | Fall Board Meeting |
| Nov. 6 | Last Day to Withdraw |
| Nov. 26 | Thanksgiving Break (begins after last class) |
| Dec. 2 | Classes Resume |
| Dec. 6 | Last Day of Classes |
| Dec. 7–8 | Reading Days |
| Dec. 9–13 | Exams |

Interterm 2014

| | |
|-------------------|------------------|
| Jan. 2 | Interterm Begins |
| Jan. 22 | Interterm Ends |
| Jan. 23–26 | Interterm Break |

Spring Semester 2014

| | |
|------------------|---|
| Jan. 27 | Spring Registration |
| Jan. 28 | Spring Classes Begin |
| Feb. 4 | Last Day to Add a Class |
| March 7 | Spring Break (begins after last class) |
| March 17 | Classes Resume |
| March 21 | Mid-Term Grades Due |
| April 1 | Founder's Day |
| April 3–4 | Spring Board Meeting |
| April 8 | Last Day to Withdraw |
| April 17 | Easter Break (begins after last class) |
| April 22 | Classes Resume |
| May 6 | Last Day of Spring Classes |
| May 7 | Reading Day |
| May 8–10 | Exams |
| May 11 | Reading Day |
| May 12–13 | Exams |
| May 16 | Baccalaureate |
| May 17 | Commencement |

Summer Sessions 2014

| | |
|----------------|-----------------------------|
| June 2 | Session 1 Begins |
| June 20 | Session 1 Ends |
| June 23 | Session 2 Begins |
| July 4 | Independence Day Holiday |
| Aug. 1 | Session 2 Ends |

2013 – 2014

one hundred thirty fourth session

BRIDGEWATER COLLEGE

COLLEGE *of* CHARACTER
COMMUNITY *of* EXCELLENCE

ADDRESS: 402 East College Street, Bridgewater, Virginia 22812-1599

PHONE: 540-828-8000, General Information: 800-476-4289, Admissions: 800-759-8328

ONLINE: bridgewater.edu



Accreditation

Bridgewater College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bridgewater College. The College is also accredited by the State Board of Education of Virginia and offers a state-approved program of teacher education. Bridgewater College is a member of the American Council on Education, the Association of Virginia Colleges and Universities, the Council of Independent Colleges and the National Association of Independent Colleges and Universities.

The Bridgewater College catalog is a multi-purpose bulletin, not a contract. Because it serves as an official record of the College, the College catalog describes the courses of study, explains certain rules and regulations, states the cost of attendance, contains registers of the administration and faculty and describes other aspects of campus life. All of these items are subject to change. The catalog, therefore, serves as a reference for faculty and students and also as an introduction to prospective students and their families and friends.

Mission

Bridgewater College educates the whole person by providing a challenging and supportive learning community that fosters the growth of its students and empowers and motivates them to live educated, intelligent, healthy, purposeful and ethical lives in a global society. The College embraces the core values of integrity, equality, service and community, which have been inspired by its history with the Church of the Brethren. The College is a welcoming, diverse and vibrant community, committed to understanding and respecting individual differences and actively engaging all of its members.

Cover photos by Ruby Sky Photography.

 The pages of this catalog are printed on Rolland Opaque 50 which contains 50 percent post-consumer fiber.



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March 2013

If you look closely at the Bridgewater College seal, you'll see these words: *Bonitas/Veritas/Pulchritudo/Concordia*. They define our view of what a liberal arts college ought to be and what it ought to be about: Goodness, Truth, Beauty and Harmony. These words will guide your experience at Bridgewater both inside and outside the classroom. They ensure that everything here works together so that you'll be ready for more than just a great job after graduation—you'll be ready to make a difference in your community and the world.

You can learn a lot about a college by the words it uses to describe itself, but you can also learn a lot by the kinds of programs, courses and student opportunities it offers. This catalog describes the programs, courses and opportunities we offer at Bridgewater College—along with the policies and procedures that make everything run smoothly for all of our students. Many of the “nuts and bolts” that make the College work are described in these pages. If you explore a little, you'll see that we believe you should be educated in mind, body and spirit, and that we offer the opportunities for you to make it happen.

I'm pleased to be joining the Bridgewater College community and hope that you will also embrace being part of this community of excellence.

Sincerely,

Dr. David W. Bushman
President-Elect

MAJORS, MINORS *and* PROGRAMS

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American Studies
Politics and Public Policy
Pre-Law
Public History

Teacher Certification

Elementary (PreK–6)
Secondary (6–12)

Teacher Endorsement (PreK–12)

English as a Second Language
Foreign Languages
Health and Physical Education
Music, Vocal and Instrumental
Visual Arts

Pre-Professional Programs

Dentistry
Engineering
Law
Medicine
Ministry
Occupational Therapy
Pharmacy
Physical Therapy
Veterinary Science

Dual Degree Programs

Engineering—The George Washington
University and Virginia Tech
Nursing—Vanderbilt University
Physical Therapy—Shenandoah University



the BRIDGEWATER EXPERIENCE

Welcome to the Bridgewater Experience. Bridgewater College is committed to empowering every student to excel in their future lives and careers, embrace lifelong learning, understand personal and civic responsibility, develop ethical values and become leaders in a global society.

Bridgewater offers bachelor of arts and bachelor of science degrees in more than 60 majors and minors. Through personalized advising programs, rigorous academics and strong pre-professional programs, you will be prepared to enter top graduate programs and pursue the career you desire. Learning at Bridgewater College reaches far beyond the classroom...and far beyond the academic. Students develop not only intellectually, but also socially, ethically and spiritually.

Recently, Bridgewater students:

- performed undergraduate research in the lab and in the fields and streams of the Shenandoah Valley;
- formed a campus environmental task force;
- excelled in nationwide competitions in business and computer science;
- assisted a poverty outreach center in the local community;
- performed at a prestigious theater festival; and
- dedicated time to 22 intercollegiate sports.

International study opportunities and global perspectives on campus will challenge you to consider new ideas through the diverse array of cultures, interests and beliefs in both the campus community and the broader world.

Your classes will illustrate the challenge of understanding and taking responsibility for the civic institutions on which we and our local, national and international communities depend. The College fosters such responsibility by preparing you to think critically and evaluate evidence, developing thoughtful stewardship for the earth's beauty and resources, and encouraging you to reflect on and fulfill your role as a local, national and global citizen.

You will have exceptional opportunities to work one-on-one with faculty mentors and engage in personalized independent study or directed research. In addition, experiential learning through real-world internships and practicums is a critical part of career preparation at Bridgewater.

With more than 70 social, cultural, religious, and academic clubs and organizations, there is an opportunity for everyone to be involved on campus. Theatrical and musical performances are integral to campus life, and nearly a third of the student body participates in intercollegiate athletics at the NCAA Division III level.

Bridgewater nurtures its members' ethical and spiritual development by providing varied opportunities for religious expression and by equipping students to critically consider their ethical choices and spiritual orientations. Valuing inquiry as much as answers, in matters spiritual as well as intellectual, the College embraces diverse approaches to spirituality within and outside the Christian faith, prescribing no single path for its members. The community values inclusive and open conversation about religious matters, while respecting those who consider their spiritual quest to be a private concern.

Bridgewater also educates students to live healthy lives. This includes courses, athletics, intramural sports and programs in which students apply the concepts of physical and emotional wellness to their lives in an ongoing and meaningful way.

As a Bridgewater student, you will be an active, engaged, contributing member of a learning community that was founded and has been sustained for the purpose of empowering graduates to use their education for the common good. Your personal goals and capabilities will be nurtured to their full potential as you are equipped to fulfill those aspirations in an increasingly global, technologically driven, complex society.

CAREER OPPORTUNITIES

Recent graduates of Bridgewater College are in careers with companies such as Disney, PricewaterhouseCoopers, Dell and Merck, and in graduate programs at such schools as Yale, Princeton, Oxford, Johns Hopkins and Wake Forest, among others.

Business

Bachelor's degrees in either business administration or economics prepare you for an array of careers in the business world, from entrepreneurial small business to global corporations. Concentrations are offered in accounting, finance, managerial economics, international commerce, organizational management and marketing.

Communication Studies

Communication studies majors have the option of choosing the public relations concentration or the media studies concentration. All communications graduates are well-prepared for a variety of jobs in the business world, the non-profit sector or public service, including advertising, public relations, media, human resources and research.

Dentistry, Pharmacy or Physical Therapy

Admission to schools of dentistry, pharmacy and physical therapy is highly competitive. Prospective dentistry students will want to plan their curriculum with the pre-medical advisor in the biology department. Pre-pharmacy students should consult with the chemistry department chair, while physical and occupational therapy students should plan courses within the health and human sciences department. The College has an articulation agreement with Shenandoah University leading to graduate degrees in physical therapy.

Education

Prospective students who seek teacher certification are strongly encouraged to consult early with the education department faculty regarding a choice of major. The College offers curricula leading to the bachelor's degree and a state-approved program for teacher certification in Virginia at the PreK-6, 6-12 and PreK-12 levels. A student completing this program may be certified to teach in more than 20 states. Interested students should consult with the chair of the education department. Approximately 90 percent of Bridgewater's education program graduates are employed as teachers.

Engineering

A student who completes 91 credit hours at Bridgewater College, including the general education requirements and the requisite courses in science and mathematics, may be admitted to one of two engineering schools where, in two additional years, a bachelor's degree in one of several engineering fields may be earned at the same time a bachelor's degree is earned at Bridgewater College. Bridgewater has articulation agreements for such programs with The George Washington University and Virginia Tech. Students interested in this program should consult with the vice president and dean for academic affairs and the chair of the physics department.

Graduate School

Bridgewater students planning careers in research, in various professions, or as college and university professors enter the leading graduate schools in the United States each year to pursue work leading to the M.A., M.S. or M.B.A., the Ph.D., or a professional degree. Students interested in pursuing graduate studies should consult with their faculty advisors concerning appropriate preparation and application procedures. Additional information and assistance is available in the office of career services.

Law

Students seeking to pursue a career in law need an education that prepares them to read effectively, to write clearly and to think analytically. Choosing either the pre-law track as a political science major or combining the pre-law concentration with a major in the humanities is recommended. College debate experience and an internship in a law office in the junior or senior year can provide valuable added preparation. Students who are interested in a career in law should discuss their options with the pre-law advisor.

Medicine

Completion of a curriculum containing a major in biology or psychology is recommended. Because admission to medical school is highly competitive, the student is advised to plan an appropriate curriculum with the pre-medical advisor in the biology department.

Ministry

Students interested in the ministry, religious education or graduate school in philosophy or religion should select the philosophy and religion major at Bridgewater College. In the last decade, 98 percent of majors (and minors) from the philosophy and religion program who have applied to graduate schools have been accepted.

Social Work

A four-year program with a concentration in sociology leading to the bachelor's degree is recommended for those who wish to enter social work following graduation from college as well as for those who wish to pursue a graduate program in preparation for social work. The sociology department offers a minor in social work that is usually coupled with a major in either sociology or psychology.

Veterinary Science

Prospective veterinary students should take the pre-medical curriculum offered at Bridgewater along with appropriate electives. Those interested in veterinary science should consult with the chair of the biology department. Students may benefit from an accelerated degree program offered by Virginia Tech.

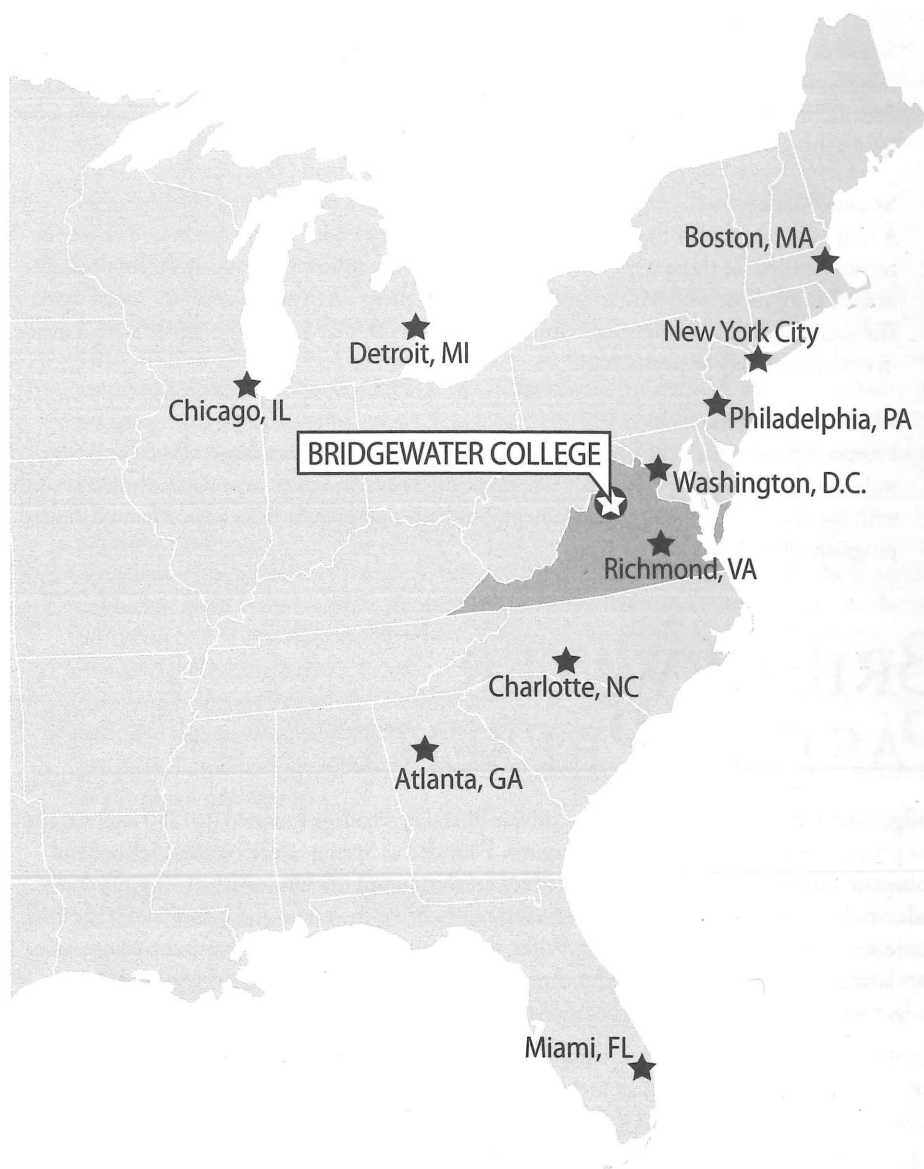
BRIDGEWATER PAST *and* PRESENT

Bridgewater College is an independent, private liberal arts college founded in 1880 and was the first private, coeducational college in Virginia. Founded as Spring Creek Normal School and Collegiate Institute by Daniel Christian Flory, an alumnus of the University of Virginia and a leader in the Church of the Brethren, who wanted to bring the values and benefits of Jefferson's "Academic Village" to the Shenandoah Valley, the school was named Bridgewater College nine years later and chartered by the Commonwealth of Virginia to grant undergraduate degrees. Bridgewater conferred its first bachelor of arts degree on June 1, 1891.

Given its heritage of peace, justice, equality, service and human dignity, the College has consistently promoted these values in an inclusive and caring community focused on developing the whole person—mind, body and spirit.

Today, Bridgewater has a total enrollment of approximately 1,750 students, with small class sizes and a student faculty ratio of 15:1, thus ensuring that the College provides a tightly-knit academic community where faculty, staff and students know each other on an individual basis. Bridgewater's size allows students more opportunities than they might have at larger schools—more opportunities to participate in sports, theatre, music, clubs and organizations; to exercise leadership; and to develop and achieve their potential in different ways.

Bridgewater College has an honorable history spanning more than 130 years. It has remained true to its ideals by encouraging freedom of thought, being a pioneer in coeducation and racial integration, growing and developing to meet the changing needs of its students, insisting on high academic standards and educating future leaders in society.



LOCATION

Bridgewater College is located in the heart of the Shenandoah Valley of Virginia, only two hours southwest of the Washington, D.C. metropolitan area.

Situated in this beautiful and historic setting near the Blue Ridge Mountains, the Bridgewater campus is comprised of nearly 300 acres (including the BC Equestrian Center).

Bridgewater College offers its students a variety of housing options. An interactive map with a complete listing of campus buildings is available at bridgewater.edu/aboutus/campusmap.

ADMISSIONS

REQUIREMENTS

Bridgewater College welcomes all applicants with a high school education or previous college experience, international students and those looking to re-enter college for preparation for a new career.

Admission to Bridgewater College is granted to those who present evidence of the ability to succeed in the academic and social atmosphere that the College expects. Applicants should exhibit the following criteria:

1. **Graduation from an accredited senior high school or secondary school**—The program of courses completed in high school should include the following credits: four in English; two in one foreign language; three in college preparatory mathematics, to include algebra, geometry and algebra II; two in social studies and history; two in sciences to include a lab unit(s); and four in suitable electives. While the electives may be in vocational or non-academic subjects, it is recommended that they be in academic subjects such as English, science, mathematics and social studies. Applicants from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma.
2. **Superior scholarship on the secondary school program completed**—The grades or marks made on the high school or secondary school program and scores made on achievement tests covering the secondary school subjects should be high enough to give reasonable assurance of ability to do college work. Rank in the upper half of the graduating class is normally required. If an applicant ranks lower than the upper half, strong additional qualities need to be demonstrated in order to gain admission.
3. **A satisfactory score on a standardized test (SAT/ACT)**—Students must submit official scores from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program. Official scores may be submitted by the student's high school or directly from the official testing center.
4. **Good character**—Success in a liberal arts college depends not only upon the type and quality of secondary school program completed but also upon personal integrity, honesty and ethics. Applicants may be asked to submit references that testify to evidence of these qualities.
5. **Guidelines for students who are home-schooled**—The Admissions Committee evaluates all students who are home-schooled for admission to Bridgewater College. The criteria for admission are essentially the same for all applicants in terms of SAT or ACT scores, recommendations and high school transcripts. The transcript can be obtained through your home-school association. If you are not associated with a specific organization, Bridgewater will accept a transcript put together by the home-schooling parent. A campus visit is highly recommended.
6. **Guidelines for applicants who have a GED**—The Admissions Committee evaluates all students who have earned a GED. An SAT or ACT score is required for consideration in addition to recommendations in support of one's application. A copy

of the GED certificate must be submitted as well as a transcript of any completed high school coursework.

Freshman Admission

Students who anticipate graduating from high school and plan to directly enter Bridgewater College should apply for admission as a freshman. Application forms are available at bridgewater.edu/admissions. Application deadlines are **May 1** for fall semester and **October 1** for spring semester.

In addition to submitting the application form, all prospective students must submit the following supporting documents:

1. **The high school or secondary school transcript**—The transcript should include the high school grade point average (GPA) on a 4.0 scale and the student's rank within their senior class if available.
2. **Standardized test scores (SAT or ACT)**—Scores should be submitted through the official testing center or the student's high school. Bridgewater's SAT college code is 005069 and the ACT college code is 4342.

Applicants may also consider submitting the following materials as support items for their application:

1. **Written letters of recommendation**—Students may submit written letters of recommendation from the following parties: guidance counselor, high school teachers, athletic coaches and community members that personally know the applicant.
2. **Personal statement**—A brief personal statement providing additional information may be submitted. We are interested in knowing important things about the applicant that do not appear on transcripts or are not reflected by GPA or standardized test scores.

After the various data included in the application is received and evaluated, the applicant will receive a letter indicating acceptance, denial or the need for additional information. Inquiries from applicants are welcomed.

Students who have been accepted for admission must confirm their intention to enroll by making a \$300 reservation deposit. The reservation deposit is applied to the entering semester charges for the upcoming year.

Fall Semester: The deposit is refundable if requested in writing before May 1. Students admitted after May 1 must make a deposit within 10 days after admission. Enrolling students must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

Spring Semester: The deposit is refundable if requested in writing before January 15. Students admitted after January 15 must make a deposit within 10 days after admission. Enrolling students must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

Transfer Student Admission

Students who have graduated from high school or have earned their GED and have attended a regionally accredited two- or four-year college are encouraged to apply for transfer student admission to Bridgewater College. Application forms are available at

bridgewater.edu/admissions. Application deadlines are **May 1** for fall semester and **October 1** for spring semester.

Transfer students applying for admission must have a cumulative grade point average of 2.2 or above and be in good standing at the college they are attending. A maximum of 68 credit hours will be accepted from a two-year college.

Credentials collected for admission include:

1. Official final high school transcript with graduation date
2. Standardized test scores (SAT/ACT) for student with less than 26 transferable credit hours
3. Dean's Reference Form (available on BC's website) from each institution of higher learning attended
4. Official transcript from each institution of higher learning attended

Transcripts will be evaluated by the registrar on a course-by-course basis. Only work comparable to that offered at Bridgewater College in level, nature and discipline will be accepted for degree credit. Credit will be awarded only for those courses in which a grade of C or above has been earned. Bridgewater offers competitive scholarships and grants for transfer students. Please contact the financial aid office for more information.

Bridgewater College currently has Guaranteed Admission Agreements with three Virginia Community College System (VCCS) institutions—Blue Ridge Community College in Weyers Cave, Germanna Community College in Locust Grove and Fredericksburg, and Dabney S. Lancaster Community College in Clifton Forge. Bridgewater also has an agreement with the (non-VCCS) Richard Bland College of The College of William & Mary in Petersburg.

Students who have been accepted for admission must confirm their intention to enroll by making a \$300 reservation deposit. The reservation deposit is applied to the entering semester charges for the upcoming year.

Fall Semester: The deposit is refundable if requested in writing before May 1. Students admitted after May 1 must make a deposit within 10 days after admission. Enrolling students must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

Spring Semester: The deposit is refundable if requested in writing before January 15. Students admitted after January 15 must make a deposit within 10 days after admission. Enrolling students must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

International Student Admission

Bridgewater warmly welcomes students from around the world to experience the opportunities and personal attention offered in this small, undergraduate setting. To make the transition to the U.S. seamless, international students benefit from airport pick-up services; an orientation for international students; and assistance with immigration, academics, internships and job and graduate school placements.

All non-U.S. citizens and nonpermanent residents of the U.S. go through the same process as all entering freshman and transfer students.

In addition, international applicants **must provide** evidence of English proficiency and

documentation of sufficient financial resources. A deposit of \$300 is required of all international students accepted for admission. The deposit must be paid before the I-20 is issued.

International students may submit their applications throughout the year, but the deadline is **March 15** for fall admission (late August start) and **October 1** for spring admission (late January start) of the same year. Late applications may be considered if space remains.

International students should submit the following documents when applying to Bridgewater College:

1. A completed application form—online (no charge) or paper (\$30)
2. Official records from secondary school and post-secondary school, with English translations
3. Certified bank statement verifying financial support for one academic year
4. English language proficiency results with the following minimum scores: TOEFL: 550 (paper), 213 (computer), 79 (Internet-based); IELTS: 6.5; PTE: 60
5. Personal Statement (250-word minimum) written in English
6. Photocopy of front page (photo page) of passport
7. For transfer students: a Dean's Reference Form from each U.S. college or university
8. For transfer students: a World Education Services evaluation for all previous college or university coursework

Applicants who do not meet the minimum English language proficiency requirements may be conditionally admitted to Bridgewater College, provided they enroll in and successfully complete an approved English language training program.

NEW STUDENT ORIENTATION

Spring Orientation

Students who have been accepted to Bridgewater College and have paid their \$300 deposit are eligible to attend a spring orientation session. Designed as a two-day event, spring orientation helps incoming students and their parents become familiar with the Bridgewater College community and emphasizes how to transition into college life. Led by faculty, staff and trained student orientation leaders, spring orientation provides information about academic programs, student services, housing options, student organizations, intercollegiate athletics, financial aid and campus events. Students also take placement tests in math and foreign language to help determine their course enrollment for the fall semester. Faculty advisors assist students with pre-registration during spring orientation.

A summer orientation is offered for students who are unable to attend a spring orientation session. This is a one-day session with a limited program of activities.

Welcome Week

Welcome Week takes place when new students arrive on campus in the fall and is the final piece of the orientation process. The week's events are designed to assist students in the transition to becoming successful Bridgewater College students. During Welcome Week, students complete the registration process; meet faculty, staff and upperclassmen; and participate in many interactive activities specifically designed to aid in the transition to Bridgewater College.

READMISSION

A student who is absent from the College for a semester or longer, or one who has withdrawn from the College for any reason, voluntarily or involuntarily, must apply for readmission to the associate dean for academic affairs. If the applicant for readmission withdrew for health reasons, a letter of recommendation and evaluation will be required from a health professional.

ADVANCED PLACEMENT

Credit and advanced placement may be awarded to students on the basis of results on the Advanced Placement Tests of the College Entrance Examination Board. A minimum score of 3 is required for credit consideration. Students may be asked to provide textbook and course materials for the respective departments to evaluate when making advanced placement decisions.

Advanced Placement Tests are available in a variety of academic disciplines offered at Bridgewater. Students interested in taking one or more of these tests for the purpose of obtaining credit and advanced placement at Bridgewater should confer with the secondary school principal during their junior year or earlier and with the College upon application for admission.

The College considers the results of the College Level Examination Program (CLEP) as a means of determining advanced placement for students who have not followed the traditional pattern of preparation.

International Baccalaureate Program Credits

Credit and advanced placement may be awarded to students on the basis of results on the International Baccalaureate (transcript of grades), but is subject in every instance to the recommendation of the academic department concerned and must be approved by the vice president and dean for academic affairs, in accordance with policies of the Council on Education. The student's records and transcript of grades will be evaluated with scores of 5, 6 or 7 on the Higher Level Examinations. The International Baccalaureate Program is available in selected high schools in the United States and numerous foreign countries.

Cambridge International Program Credits

Credit and advanced placement may be awarded to students on the basis of results on the Cambridge International exams, but is subject in every instance to the recommendation of the academic department concerned and must be approved by the vice president and dean for academic affairs, in accordance with policies of the Council of Education. The student's records and transcript of grades will be evaluated with grades of A, B or C on the Cambridge International AS and A Level subject examinations.

SUMMER SESSIONS

Bridgewater operates a three-week and a six-week summer session to enable students to accelerate completion of their degree requirements in three years instead of four, to enable students who have fallen behind in their work to catch up in their programs, and to enable area teachers who need credits in academic and professional subjects for the renewal of their certificates to secure them.

An integral part of the total college program, the summer session offers standard courses, most of which are taught in the regular session. A student may enroll for a maximum of 4 credit hours

in the three-week session and 7 credit hours in the six-week session. To enroll for more than the maximum, a student must receive written permission from the vice president and dean for academic affairs.

REQUEST TO TRANSFER CREDITS

A student wishing to transfer credits to Bridgewater College must complete the *Permission to Take Courses for Transfer Credit Form*, and submit it to the registrar for approval. Courses to be considered for transfer must be completed at a regionally accredited college or university. Transfer credit will be awarded for approved courses received on an official transcript in which the student earns a grade of C or higher. Transferred courses are recorded as credits earned and will not change a student's grade point average at Bridgewater College.

ACADEMICS

THE LIBERAL ARTS

A liberal arts education is more than the broad skills and knowledge acquired from studying such areas as literature, history, philosophy and the arts. On a deeper level, a liberal arts education refers to the development of critical thinking, the ability (and desire) to question, examine and understand issues and ideas with increasing clarity and depth.

At Bridgewater College, excellence in education is a commitment that unites the entire campus. It implies breadth, depth, distinction and discovery. We build breadth through the liberal arts foundation; depth through the student's academic major; and distinction through elective courses that are tailored to individual interests. The last of these, discovery, cannot be packaged, for it describes the spirit in which students and faculty come together.

That intangible mix of attitude and information can reshape the way students see themselves and the world around them. What happens in the classroom is basic to this transformative process, and at Bridgewater, the liberal arts curriculum is the beginning point.

At Bridgewater College, we emphasize these things not only for the love of learning, but to prepare students to positively shape the organizations and communities in which they live and work.

COLLEGE EDUCATIONAL OBJECTIVES

To live up to its educational commitment as a liberal arts college, Bridgewater provides resources and encouragement for the student to:

- acquire the ability to speak and write the English language with clarity and effectiveness;
- understand how people, events and ideas of the past have shaped the world in which we live;
- develop an understanding of the diverse cultures that comprise the global community;
- understand the natural world and the method and philosophy of science;

- appreciate art, music and literature with sensitivity and critical judgment;
- understand the economic, political and social structures of our society;
- develop competence in critical and creative thinking, which will facilitate exploration of new areas of knowledge;
- seek in-depth knowledge in a particular field;
- focus on a career choice that integrates interests, abilities, values and commitments;
- strive for physical wellbeing, maturity and ethical awareness;
- develop personal skills in the art of leadership; and
- demonstrate knowledge and skill in the use and application of information technology media.

THE PERSONAL DEVELOPMENT PORTFOLIO PROGRAM

Through the Personal Development Portfolio (PDP) program, Bridgewater College focuses on developing students in the following four dimensions:

Intellectual Growth and Discovery

Bridgewater students develop the skills and perspectives to be passionate, lifelong learners who can integrate their varied academic experiences in a meaningful way.

Citizenship and Community Responsibility

At Bridgewater, students become more aware, involved and effective citizens of the communities—campus, local, national, global—to which they belong.

Ethical and Spiritual Growth

Students learn to examine and make fundamental ethical choices in their activities and to formulate the values from which those choices are made.

Emotional Maturation and Physical Health

Bridgewater students understand the importance of emotional and physical wellbeing, and possess the skills to pursue wellness during their college years and throughout the rest of their lives.

PDP Requirements

Freshman year: Students enroll in PDP 150 (Critical Inquiry in the Liberal Arts), a three-credit academic course that provides an introduction to concepts and skills important for a liberal arts education.

Senior year: After attending a series of convocations and workshops, students submit a senior reflective portfolio. Faculty members then evaluate the portfolio and assign a letter grade. **A passing grade on the senior portfolio is a requirement for graduation.**

The Complete Senior Portfolio

1. A **reflective essay** integrating the four dimensions of personal development, including reflection on service-learning, and extensively covering all the student's experiences, both curricular and co-curricular.
2. The **résumé**, meeting specific criteria and accompanied by a cover letter or graduate school application essay.

3. **Service-learning** documentation for the entire four years.
4. **Supporting materials**, such as academic projects, essays, creative work, evaluations and other documents that provide outside documentation of experiences discussed within the reflective essay.

Central Themes of PDP

1. **Preparation**—PDP 150 (Critical Inquiry in the Liberal Arts), prepares the entering freshman for the non-academic as well as the academic aspects of college life. This course is the basic foundational experience of the liberal arts curriculum and is a required course for all freshmen.
2. **Critical Analysis/Critical Reflection**—The process of critical analysis or critical reflection can be applied to anything you care to examine and understand...a text read for a class, a difficult personal experience, a piece of music or art, a laboratory experiment, a service-learning experience, or even a simple encounter or casual conversation. As the college experience unfolds, critical reflection is practiced until it becomes second nature and the habit of examination and analysis becomes not only the basis of a liberal arts education, but, more importantly, it becomes essential to who you are as a person.
3. **Integration**—Throughout the four years, the program is the setting by which the student integrates the college experience. In the reflective essay, the student considers the linkages among the various elements of the curriculum and the co-curriculum.

GENERAL EDUCATION REQUIREMENTS

The general education requirements differ for the bachelor of arts degree and the bachelor of science degree. See the requirements for foreign language on page 23 and natural science and mathematics on page 25 for those differences.

Developing the Liberal Arts: Core Skills (six courses)

Goal: To develop proficiency in the basic skills of the liberal arts

| | |
|---|--|
| PDP 150 | Critical Inquiry in the Liberal Arts |
| -or- | |
| PDP 350 | Integrating the Liberal Arts |
| ENG 110 | Effective Writing |
| COMM 100 | Oral Communication |
| MATH 107 | Quantitative Reasoning |
| -or- | |
| MATH 109 | Applied Algebra |
| -or- | |
| MATH 110 | College Algebra |
| -or- | |
| MATH 105 | Mathematical Theory and Computation I |
| MATH 115 | Mathematical Theory and Computation II |
| -or- | |
| Completion of a MATH course numbered 120 or higher (excluding MATH 200) | |
| ES 105 | Wellness |
| ES Activity | |

Developing the Liberal Arts: Global Perspectives

World History and Civilizations: An Overview (one course)

Goal: To develop a critical understanding of history from a global perspective

| | |
|----------|--------------------------|
| HIST 105 | World History to 1500 |
| HIST 110 | World History since 1500 |

Cultures and Dynamics of the Global Community (one course chosen from the Global Diversity list and one course chosen from the Global Diversity, Europe or U.S. list)

Global Diversity

Goal: To develop a critical understanding of global diversity through the study of peoples not descendant from European origins or through the study of cultural regions found outside of Western Europe and North America

| | |
|--------------|---|
| BIOL 115 | Biology of Human Diversity and Pseudoscience of Racism |
| ENG 235 | Literature of Southern Africa |
| ENG 240 | Russian Literature and Culture |
| ENG 243 | Native American Literature and Culture |
| FCS 250 | International Foods and Nutrition |
| FREN 308 | Francophone Cultural Studies |
| HIST 270 | The Second World War in Global Perspective |
| HIST 275 | Post-Colonial Europe: Veils, Riots and Assimilation |
| HIST 305 | India Past and Present |
| HIST 306 | Multi-Layered Histories |
| HIST 330 | Histories of Violence |
| HIST 335 | Women's History in Global Contexts |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| HIST 360 | Modern Africa |
| PSCI/SOC 215 | Global Identities |
| PSCI 230 | Introduction to Global Politics |
| PSCI 240 | Introduction to Comparative Politics |
| PSCI 310 | Latin American Politics |
| PSCI 336 | United Nations |
| PSCI 338 | The Politics of Social Change |
| REL 250 | Reel-World Religions: Inter-Religious Encounters in Contemporary Film |
| REL 315 | The Lands of the Bible |
| REL 340 | Religions of the Near East |
| REL 350 | Religions of the Far East |
| SOC/PSCI 215 | Global Identities |
| SOC 235 | General Anthropology |
| SOC 236 | Cultural Anthropology |
| SOC 304 | Sociology of the Caribbean: Case Study of Jamaica |
| SOC 306 | Culture of Japan |
| SOC 308 | Sociology of the African Continent: A Case Study of Zambia |
| SOC 309 | Cultures of Africa |
| SOC 325 | Development and Underdevelopment in the Modern World |

| | |
|----------|---|
| SOC 335 | Immigrants in the Shenandoah Valley |
| SOC 340 | Cultural Theory at the Movies |
| SPAN 305 | Culture of Costa Rica |
| SPAN 306 | Culture of Mexico |
| SPAN 345 | Latin American Culture and Civilization |

Europe

Goal: To develop a critical understanding of the history and structures of European culture and society

| | |
|----------|--|
| ART 307 | Visual Arts of Spain |
| COMM 333 | European Media and Culture |
| ENVR 324 | The Hydrogen Economy, Alternative Energy and Scandinavia |
| FREN 305 | Paris and Provinces |
| FREN 340 | French Culture and Civilization |
| FREN 345 | Modern French Cultures |
| HIST 280 | History through Film; Film through History |
| HIST 328 | Modern Britain |
| HIST 380 | Topics in European History |
| PHIL 328 | Germanic Cultures |
| PHIL 329 | Classical Cultures: Greece and Italy |
| SPAN 308 | Spanish Life and Culture |
| SPAN 340 | Spanish Culture and Civilization |

United States

Goal: To develop a critical understanding of the history and structures of U.S. culture and society

| | |
|--------------|---|
| COMM 334 | Intercultural Communication |
| COMM 340 | Representations of Gender, Race and Class in the Media |
| ECON 310 | U.S. Economic and Business History |
| ENG 220 | American Folklife |
| ENG 221 | The Image of "Folk" in Literature |
| ENG 222 | American Lives |
| ENG 223 | Women in American Film |
| ENG 224 | Introduction to American Studies |
| ENG 231 | The Image of the American Indian in Literature |
| HIST 201 | History of the United States to 1877 |
| HIST 268 | The Civil War in the Shenandoah Valley |
| HIST 340 | American Indian History |
| HIST/REL 365 | Foundations of American Religion |
| HIST 366 | African American History |
| HIST 375 | Cold War America |
| PSCI 210 | Politics and Government in the United States |
| PSCI 332 | Women and Politics |
| PSCI 350 | Constitutional Law of Federalism and Institutional Powers |
| PSCI 355 | Constitutional Law of Civil Rights and Liberties |
| PSCI 380 | Public Administration |

| | |
|----------|---|
| PSCI 390 | Public Policy |
| SOC 206 | The Sociology of the Living Dead: Zombie Films |
| SOC 208 | Studying the American Militia Movement: Guerrillas in Our Midst |
| SOC 220 | Social Problems |
| SOC 228 | Racial and Ethnic Studies |
| SOC 238 | Introduction to Material Culture Studies |

Foreign Language (zero to four courses)

Goal: To develop proficiency in a modern foreign language

Bachelor of Arts: Successful completion of the intermediate level of a modern foreign language (Foreign Language 202)

Bachelor of Science: Successful completion of the elementary level of a foreign language (Foreign Language 102) or successful completion of two additional courses taken from the Europe and/or Global Diversity lists

Note: Placement in foreign language is dependent upon a placement examination given at the College and upon the student's secondary school work. Degree-seeking international students may petition the vice president and dean for academic affairs to request that their native language and proficiency in English as a second language satisfy the foreign language requirement.

Developing the Liberal Arts: Disciplinary Learning

Humanities: A literature course (one course)

Goal: To develop the ability to read works of literature with critical insight

Any course in the English department numbered 325–400

| | |
|----------|----------------------------------|
| FREN 401 | Survey of French Literature I |
| FREN 402 | Survey of French Literature II |
| FREN 403 | Survey of Francophone Literature |
| SPAN 401 | Spanish Literature |
| SPAN 402 | Latin American Literature |
| SPAN 410 | Special Topics in Literature |
| THEA 360 | Modern Drama |
| THEA 362 | Contemporary Drama |

Fine Arts (one course)

Goal: To develop a critical understanding of works of fine art (music, the visual arts and theatre performance) through inquiry into the history, practices or theories of the fine arts disciplines

| | |
|---------|--|
| ART 200 | Survey of Art History, Prehistory–1400 |
| ART 201 | Survey of Art History, 1400–Present |
| ART 300 | Modern and Post-Modern Art |
| ART 305 | Museums and Galleries |
| ART 309 | The Artist's Studio and Society |
| MUS 220 | Introduction to Western Music |
| MUS 232 | American Music |
| MUS 233 | Jazz in America |
| MUS 235 | American Theatrical Music |
| MUS 237 | Introduction to Ethnomusicology |

| | |
|----------|-----------------------------|
| MUS 315 | History of Music to 1750 |
| MUS 316 | History of Music since 1750 |
| MUS 370 | History of Dramatic Music |
| THEA 250 | World Theatre History I |
| THEA 255 | World Theatre History II |
| THEA 315 | Theatre in London |
| THEA 355 | Environmental Theatre |

New Testament (one course)

Goal: To develop the ability to read biblical texts with critical insight

| | |
|---------|---------------|
| REL 220 | New Testament |
|---------|---------------|

Religion or Philosophy (one course)

Goal: To develop the ability to engage in philosophical or theological reflection

| | |
|---------------|--|
| ECON 420 | Development of Economic Thought |
| PHIL 225 | Contemporary Moral and Political Problems |
| PHIL 228 | Philosophy of Popular Culture |
| PHIL 235 | Bioethics |
| PHIL/REL 300 | Topics in Philosophy and Religion |
| PHIL 310 | Logic |
| PHIL 320 | Professional Ethics |
| PHIL 322 | Ethics and Gender |
| PHIL/PSCI 331 | The Classical Mind |
| PHIL 332 | The Evolution of the Modern Mind |
| PHIL 333 | Contemporary Philosophy |
| PHIL 335 | Philosophy of Religion |
| PHIL 337 | Philosophy of Science |
| PHIL 340 | Environmental Ethics |
| PHIL 420 | Postmodernism |
| PSCI 220 | Introduction to Political Philosophy |
| PSCI 290 | Aesthetics, Philosophy, and Politics |
| PSCI 401 | Contemporary Political Thought |
| REL 310 | Jesus in History and Culture |
| REL/HIST 317 | History of the Christian Church |
| REL 325 | The Uses and Abuses of Christian Scripture |
| REL 326 | Readings in the Hebrew Scriptures |
| REL 331 | Christian Beliefs |
| REL 332 | Reformation Thought |
| REL 333 | Contemporary Christian Thought |
| REL 335 | Christian Perspectives on Violence and Peace |
| REL 420 | Christian Social Ethics |

Social Sciences (two courses from different disciplines)

Goal: To develop the ability to critically and scientifically analyze human behavior and society

| | |
|----------|------------------------------|
| ECON 200 | Principles of Macroeconomics |
| -or- | |
| ECON 210 | Principles of Microeconomics |

| | |
|----------|-------------------------|
| PSYC 101 | General Psychology |
| SOC 101 | Principles of Sociology |

Natural Science and Mathematics

Goal: To develop an understanding of the natural world using the scientific method

All students must complete the following natural science requirements:

Biological Science (one course)

| | |
|----------|------------------------------------|
| BIOL 100 | The Nature of the Biological World |
| BIOL 101 | Environmental Biology |
| BIOL 110 | Principles of Biology I |
| BIOL 112 | Human Biology |

Physical Science (one course)

| | |
|----------|--------------------------------------|
| CHEM 102 | The Earth and Its Physical Resources |
| CHEM 125 | Fundamentals of Inorganic Chemistry |
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| GEOL 130 | Physical Geology |
| PHYS 110 | Introductory Astronomy |
| PHYS 125 | Concepts of Physics |
| PHYS 218 | College Physics I |
| PHYS 221 | General Physics I |

Additional Courses for Bachelor of Science

The following additional courses are required for the bachelor of science degree: two science courses, or one mathematics and one science course, from courses numbered 120 and above in the disciplines of biology, chemistry, mathematics and physics. ES 318 (Human Anatomy and Physiology) may be counted as a science course.

Developing the Liberal Arts: Integrative Learning

Goal: To develop the ability to integrate different learning experiences within the curriculum, and between the curriculum and the co-curriculum

All students must pass PDP 450 (Senior Portfolio Evaluation).

DEGREE REQUIREMENTS

Bachelor of Arts or Bachelor of Science

1. Complete a minimum of 123 credit hours with a minimum of 48 credit hours chosen from junior- and senior-level courses.
2. Complete general education requirements for the respective degree.

Bachelor of Arts—successful completion of a foreign language through the intermediate (202) level. *If a student is double majoring and one of the majors requires the bachelor of arts degree, the student must meet the bachelor of arts requirements for graduation.*

Bachelor of Science—successful completion of a foreign language through the

elementary (102) level or successful completion of two additional courses taken from the Europe and/or Global Diversity lists.

3. Complete course requirements for the major.
4. Earn a minimum cumulative GPA of 2.0 and a minimum GPA of 2.0 in courses required for the major.
5. Complete a minimum of 33 credit hours with 30 of the last 33 credit hours of academic work in residence at Bridgewater College or at a College-approved study abroad program. In addition, complete at least 9 credit hours of the major at Bridgewater College.

It is the responsibility of the student to enroll in the appropriate courses to meet degree requirements.

Requirements in the Major Field

A departmental major consists of not less than 32 credit hours and not more than 54 credit hours, with no more than 48 credit hours within a specific academic discipline. Prerequisite and supporting courses are included in this total, with the exception of prerequisite courses to entry-level courses in the major. At least 9 credit hours of the major must be completed at Bridgewater. An exception to the 54 credit hour limit is made for the athletic training major due to the requirements of an outside accrediting agency.

During the sophomore year, a program of courses in the major department and related courses comprising the Plan of Major is developed for each student by the student and his or her academic advisor for the major. A copy of this plan must be approved by the registrar and filed in the office of the registrar. Any changes in the proposed plan of the major must likewise have the approval of both the student's advisor for the major and the registrar and be recorded in the office of the registrar.

A limited number of courses may count for both major requirements and requirements in other programs (whether majors, minors or concentrations). In general, and unless specified otherwise by the department sponsoring the program, courses that are required for particular programs will count for those programs, while courses chosen from distributed lists of electives will count in one program only and will be so designated on the Plan of Major, Plan of Minor or Plan of Concentration.

Each student must earn at least a 2.0 grade point average in courses constituting the major. Suitable majors from which the student may choose are listed on pages 6–7.

A student who wishes to achieve a major in two fields must recognize the possibility that more than four academic years may be required to complete such a program. A student who pursues two major fields must complete the requirements for both programs. If one of the majors being pursued requires a bachelor of arts degree, the student must meet the bachelor of arts degree requirements for graduation. No more than two major fields will be denoted on a student's permanent academic record.

Requirements for an Emphasis within a Major Field

An emphasis within a major field is a curricular design that offers a student the option to consolidate electives within a major or from uncommitted electives that are a normal part of the undergraduate program, to gain additional depth in the chosen major field of study.

An emphasis consists of at least 18 but no more than 24 credit hours. In order to be eligible for admission to an emphasis program, a student must have declared the major upon which the emphasis is built. Other requirements, such as enrollment in a specific degree program, may also apply. All courses will be taken from a list of courses approved for the program by the department sponsoring the emphasis and the academic advisor for the major. A limited number of courses, specified and designated by the department, may count for both the major requirements and the emphasis requirements and will be denoted on the Plan of Major.

In order to obtain recognition for the emphasis, the student must achieve a grade point average of 2.0 or above for the courses comprising the program.

The satisfactory completion of an emphasis within a major field will be noted on the student's official grade transcript. No more than two emphases will be denoted on a student's permanent academic record.

Requirements for a Minor

A departmental minor consists of not less than 18 credit hours and not more than 32 credit hours, with no more than 27 credit hours within a specific academic discipline. Prerequisite and supporting courses are included in this total, with the exception of prerequisite courses to entry-level courses in the minor. At least 6 credit hours of the minor must be completed at Bridgewater.

A program of courses comprising the Plan of Minor is developed by the student, his or her academic advisor for the major, and his or her academic advisor for the minor. A copy of this program must be approved by the registrar and filed in the office of the registrar. Any changes in the proposed Plan of Minor must likewise have the approval of the student's academic advisor for the major, academic advisor for the minor, and the registrar, and must be recorded in the office of the registrar.

A student may not complete a minor in the same discipline as his or her major, though minors in related disciplines or topic areas within disciplines (even when housed in the same academic department) are permissible. A limited number of courses may count for both minor requirements and requirements in other programs (whether majors, minors or concentrations). In general, and unless specified otherwise by the department sponsoring the program, courses that are required for particular programs will count for those programs, while courses chosen from distributed lists of electives will count in one program only and will be so designated on the Plan of Major, Plan of Minor or Plan of Concentration.

To complete the requirements of the minor, a student must earn at least a 2.0 grade point average in the credits comprising the minor. The satisfactory completion of a minor field of study will be denoted on the student's official grade transcript. No more than two minors will be denoted on a student's permanent academic record.

Students may elect any of the minors listed on pages 6–7.

Requirements for an Academic Concentration

A concentration is a curricular design that offers a student the opportunity to gain additional depth within a specific content area, whether that content area is within or outside the student's major (or minor) program of study.

A concentration consists of at least 9 but no more than 18 credit hours. All courses will be taken from a list of courses approved for the program by the department (or departments) sponsoring

the concentration. A Plan of Concentration is developed by the student, his or her academic advisor for the major, and his or her academic advisor for the concentration. A copy of this plan must be approved by the registrar and filed in the office of the registrar. Any changes in the proposed Plan of Concentration must likewise have the approval of the student's academic advisor for the major, academic advisor for the concentration, and the registrar, and must be recorded in the office of the registrar.

A student may not complete a concentration in the same discipline as his or her major or minor (including a specific track within a particular major or minor), though concentrations in related disciplines or topic areas within disciplines (even when housed in the same academic department) are permissible. A limited number of courses, specified and designated by the departments involved, may count for multiple programs. In general, and unless specified otherwise, required courses that are specified for each program will count for each program, while courses chosen from distributed lists of electives will count in one program only and must be so designated on the Plan of Major, the Plan of Minor and/or the Plan of Concentration.

In order to obtain recognition for the concentration, the student must achieve a grade point average of 2.0 or above for the courses comprising the concentration. The satisfactory completion of a concentration will be noted on the student's official grade transcript. No more than two concentrations will be denoted on a student's permanent academic record.

Students may elect any of the concentrations listed on page 7.

Elective Courses

Elective courses should be selected with care to fulfill needs to enter graduate school, for certification to teach or for other special purposes. Students interested in teaching in the public schools should read the requirements for certification stated on page 103 and confer with the chair of the department of education no later than the end of the freshman year.

Academic Advising

Students are typically assigned a faculty advisor within the department of their intended major. The primary responsibilities of the academic advisor are to develop a mentoring relationship with their students, to help students with course planning appropriate to their interests and needs, to assist students in connecting their overall educational plan to career and life goals, to encourage students to take advantage of campus opportunities and resources, and to nurture students' self-reliance and independent decision making.

In addition to the individual academic advisor, the College also provides an Academic Advising Center which provides a variety of resources and programs for student development, especially for those who have not yet decided on a major. There are also many other campus advising and counseling resources on campus, including the Academic Support Center, Health Services, the Counseling Center, the Center for Cultural Engagement, and the Career Services Center.

DUAL DEGREE PROGRAMS

Dual degree programs allow students to complete three years of courses at Bridgewater and two or more years at another university. Upon completion of the dual degree, students are granted a bachelor's degree from Bridgewater and another degree from the second institution as it is specified in each separate agreement. Bridgewater offers the following dual degree opportunities:

- Physical Therapy with Shenandoah University
- Engineering with The George Washington University and Virginia Tech
- Nursing with Vanderbilt University

PRE-PROFESSIONAL PROGRAMS

Dentistry (Biology Department)

Pre-dental students are advised to pursue acceptance to dental schools in their state of residence and to review the admission requirements at their preferred school as early as possible. Students wishing to become dentists should consult with the pre-medical advisor in the biology department as early as possible in their college careers.

Engineering (Physics Department)

Bridgewater College and the schools of engineering at Virginia Tech and at The George Washington University provide programs leading to a dual degree in engineering and physics. Students pursue a joint program of study beginning at Bridgewater College and then transfer to either The George Washington University or Virginia Tech. This program allows the student at Bridgewater College to begin the college education at a small, high-quality liberal arts institution and then complete an engineering program at an internationally recognized engineering college, ultimately earning degrees from both institutions.

Law (History and Political Science Department)

Students from any major can attend law school. However, history, political science, English, and philosophy and religion majors (programs of study that emphasize critical thinking, verbal skills and writing) are the most common majors for law school applicants. Students interested in law school are encouraged to combine a pre-law concentration with their chosen major or choose the pre-law track in the political science major. Pre-law students work with the pre-law advisor in the history and political science department to pick classes relevant to their specific legal interests, prepare for the LSAT, use the Law School Admission Council's Credential Assembly Service, get letters of recommendation, write a personal statement and pick schools to which they might apply.

Medicine (Biology Department)

Medical school preparation should begin as early as possible in the undergraduate degree program. Students meet with the pre-medical advisor in the biology department to create a plan for achieving admission to the school of their choice. Numerous resources and opportunities are available through joining Bridgewater's Pre-Med Society. In addition to achieving an exceptional academic record, pre-medical students have a unique opportunity to obtain medical experience through completing their required service-learning hours at local hospitals and free clinics or through obtaining EMT certification and volunteering at a rescue squad.

Ministry (Philosophy and Religion Department)

The bachelor's degree in philosophy and religion will prepare students for admission to a theological seminary to pursue a master of arts or a master of divinity degree. Such a master's degree is prerequisite for ordination to the ministry in most denominations.

Occupational Therapy (Health and Human Sciences Department)

Occupational therapy (OT) students should pursue an undergraduate major of health and exercise science and talk to their advisor about courses that would best prepare them for master's level or doctoral level OT programs.

Pharmacy (Chemistry Department)

Students interested in attending pharmacy school should meet with the chair of the chemistry department. The chemistry department advises students with regard to courses that meet the requirements of most pharmacy schools and will work with each student to create a plan for their school of choice.

Physical Therapy (Health and Human Sciences Department)

Students interested in physical therapy should pursue an undergraduate major of health and exercise science and talk to their advisor about courses that meet the requirements of most physical therapy schools. Bridgewater College has entered into a dual degree program agreement with Shenandoah University in which students may enter Shenandoah after three years at Bridgewater to pursue a doctor of physical therapy degree.

Veterinary Science (Biology Department)

Admission into veterinary school is highly competitive, and prospective students should consult with the pre-medical advisor in the biology department. Students may benefit from an accelerated degree program offered by Virginia Tech.

A student must complete all biology major and general education requirements to apply in the junior year to Virginia Tech. If accepted, the student leaves Bridgewater after the third year for the first year of veterinary school at Virginia Tech. After satisfactory completion of the first year of vet school, the courses transfer back to Bridgewater, and the student can participate in May graduation and receive a B.S. in biology from Bridgewater.

BACHELOR OF GENERAL STUDIES PROGRAM

The bachelor of general studies degree program is an individualized liberal arts degree program for the mature adult who seeks an alternate method of obtaining a bachelor's degree. The program is tailored to the student's personal and vocational needs and takes into consideration the individual's life experiences prior to matriculation.

Admission

A student 30 years of age or older may apply to the vice president and dean for academic affairs for admission to the bachelor of general studies degree program. The applicant must submit the following:

- a. High school transcript showing graduation from a secondary school or the equivalent
- b. Official transcripts of all postsecondary studies
- c. Three letters of recommendation
- d. A biographical essay summarizing the student's background and outlining the student's goals and reasons for pursuing the bachelor of general studies degree program

The vice president and dean for academic affairs assigns the applicant to a faculty sponsor who

consults with the applicant to develop a set of degree requirements that are submitted to the Council on Education. Approval of the degree program by the Council on Education constitutes admission to the bachelor of general studies degree program.

Assessment of Experiential Learning

In the general studies program, credits may be granted for satisfactory performance on the College Level Examination Program (CLEP) of the Educational Testing Service.

In recognition that competencies learned outside the formal college environment may be included appropriately in a student's degree program, a student in the general studies program may submit to the vice president and dean for academic affairs an application with documentation that is evaluated independently by two faculty members and submitted to the Council on Education and the dean for final action. A maximum of 30 credit hours may be earned in this way.

Degree Requirements

A bachelor's degree in general studies is awarded upon completion of the following:

- a. A minimum total of 123 credit hours with a minimum 2.00 cumulative grade point average
- b. Demonstrated proficiency in general education
- c. A minimum of 30 credit hours with a 2.00 grade point average in a major field
- d. Completion of an approved senior independent study project with a grade of C or better

Fees

The College's regular application fee of \$30 is assessed at the time of application to the program. A student's individual program of studies determines which of the following fees will be paid:

Coursework at Bridgewater College: At the part-time rate described in the Financial Information section on page 53

Prior learning credit: \$30 per credit hour

LEARNING OPPORTUNITIES

Study Abroad

Part of a Bridgewater College student's education is preparation for global citizenship and interaction. We live in a truly interconnected world, in which the development of global awareness and responsibility are vital for the future. The Center for International Education works to provide numerous international study experiences for BC students who wish to learn through immersion in another culture, whether for a few weeks, a semester or even longer.

Students have the option to study abroad for a semester through a College-approved study abroad program at locations in Europe, Latin America, Africa, Asia and Southeast Asia.

To be eligible to participate in study abroad, unless the director of international education grants a written exception, a student must:

- have completed at least 30 credit hours of academic work at Bridgewater College;
- have status as a junior;

- intend to return to Bridgewater College to complete college work after the study abroad experience; and
- have at least a 3.0 cumulative grade point average.

Financial assistance from federal and state aid programs may be available for students participating in study abroad. The College establishes an annual limit on the availability of institutional funds to support study abroad programs and the amount of institutional assistance available will vary by program.

Additional institutional fees will apply. Although study abroad is generally a junior-year program, students may not always be able to receive institutional assistance from the College in the semester of the year of their choice. The Free Application for Federal Student Aid (FAFSA) determines the eligibility for need-based federal, state and institutional aid programs. Students enrolled under tuition exchange must pay the costs associated with study abroad and Interterm travel programs.

The application date to the Center for International Education is February 1 for fall and spring semesters.

The Center for International Education **must give** written approval.

While students are permitted to study abroad for a full academic year through a College-approved study abroad program, financial aid, if provided, is currently limited to one semester.

Study abroad programs provide an opportunity for first-hand knowledge of a foreign culture and an opportunity to become an active participant in the challenging task of creating a climate of mutual respect and understanding among the nations of the world. Language requirements and additional grade point average requirements may apply to certain programs.

Interterm Travel

Additional study abroad opportunities are available by participating in one or more Interterm travel courses. Bridgewater students have the opportunity to choose classes ranging from the study of marine ecology in the waters of the Atlantic to an exploration of the vast array of cultures in India.

Interterm travel courses offer a study abroad experience in a few short weeks, giving the student first-hand knowledge of another culture and inviting you to discover more about the world around you. Contact the registrar's office for a full course listing.

Dr. John S. Flory Fellowship of Scholars

The Flory Fellowship of Scholars is for students who:

- have outstanding academic records and find excitement and stimulation in the learning process;
- want to develop the skills for independent inquiry and research necessary for excelling in graduate and professional schools;
- crave the opportunity to be creative and to develop the capacity to meet new challenges;
- want to push the boundaries of knowledge and explore uncharted intellectual territory; and
- want to be part of a social and academic community of motivated learners.

The Flory Fellowship of Scholars is an honors program consisting of stimulating and interesting opportunities both inside and outside the classroom. Students take a minimum of six honors-designated courses plus a capstone seminar. First-year students begin the program with an honors section of PDP 150 (Critical Inquiry in the Liberal Arts), the College's freshman seminar.

A student may become a member of the Flory Fellows in the following ways:

- Bridgewater applicants who have a minimum 3.8 high school grade point average (GPA) with strong SAT scores and transfer students with a high GPA in college courses receive an invitation from the vice president and dean for academic affairs.
- Enrolled students with a GPA of 3.4 or higher may be nominated by a faculty member.

Flory Fellows Course Options

A variety of options are offered for completing the seven-course minimum requirement. The most common path is taking an honors section of an existing course offered for general education, major or elective credit. Honors courses are different in that they provide an even greater opportunity for students to develop their capacities for creativity, independent learning and leadership.

In addition to honors-designated courses, another possibility in completing course requirements is the distinctive course linkage option, available only to students in the honors program. A one-credit linkage consists of a project that integrates the concepts and themes of two courses from different disciplines that the student has taken or is taking. This part of the program allows students to engage in genuinely integrative learning and is one of the characteristics that makes Bridgewater's program exciting and unique.

Convocations

Convocations at Bridgewater College include a wide variety of programs addressing important social issues, including films, speakers, presentations, campus worship, performances in the arts and travel experiences.

Typically, at least two convocations are held each week, and each student is required to attend at least seven per semester. For the student who meets the convocation attendance requirements at the end of each semester, a grade of Satisfactory (S) is entered on the student's permanent record; for the student who does not, a grade of Unsatisfactory (U) is entered.

Students must arrive on time, scan their ID card, and stay for the entire program if they want it to count as one of their seven required convocations.

Convocations are held in five different formats:

The "Traditional" Series—Held every Tuesday morning at 9:30 a.m., these convocations typically involve speakers, presenters and participants from within the Bridgewater College community. These convocations are designed as a forum for the campus and the community to stay abreast of relevant issues.

The "Evening Event" Series—Held on weekday evenings, usually at 7:30 p.m., these convocations typically involve speakers recruited from the national or international scene and are supported by Bridgewater College's endowed lecture funds.

The "Sunday Cinema" Series—Held on occasional Sunday evenings at 6 p.m., this film

series shows topical and provocative films. These films are sponsored by various academic departments and faculty members who lead discussions following the films.

The “Convo on the Road” Series—Held occasionally, with a limited number of participants, these convocations are field trips with an educational twist.

Lyceum Series and Faculty Recitals—Held several times throughout the semester, these programs, which are part of the “Evening Event” convocations, bring professional musical and cultural events to the College.

THE ALEXANDER MACK LIBRARY

The Alexander Mack Library enables every student to be successful in their learning and research beyond the classroom. Library programs focus on teaching students effective ways to find and use information ethically and legally, and to learn how information is created and organized. Librarians offer individual research assistance, general orientations and customized instruction sessions. Students have access to online subject guides and video how-to tutorials. They can ask for guidance at the research assistance desk in the library or schedule an individual appointment with a librarian. Help is also available online through the Mack Library’s website FAQ, by email or texting.

ACADEMIC SUPPORT AND TUTORING

The Academic Support Center

The Academic Support Center, located in the Bicknell House, promotes learning skills and personal development through academic counseling, academic advising, tutoring services, Academic Coach program, learning workshops, disability services and a transition program for selected new students. Tutors and academic coaches are peers, recommended by the faculty, paid and available upon request. Through individual sessions and workshops offered by the Center, students can enhance study habits and acquire new learning strategies, behaviors and attitudes.

For further information, contact the director of academic support.

Services for Students with a Disability

Services for students with a disability are coordinated by the director of the Academic Support Center. Bridgewater College is committed to providing reasonable and appropriate accommodations to enrolled students with a disability to ensure equal access to the academic program and College-administered activities. Students with a disability are responsible prior to receiving services to present required documentation to the director of academic support that meets the eligibility standards set by disability services in accordance with Section 504 and the A.D.A as amended as early as possible upon acceptance to the College. Disability services include accommodations, academic advising, books in alternative formats, academic coaching and tutoring.

Questions or concerns about disability services should be directed to:

Dr. Raymond W. Studwell

Director of the Academic Support Center and Section 504 Coordinator

Bicknell House; 540-828-5370; cstudwel@bridgewater.edu

The Writing Center

The Writing Center is a tutorial facility designed to improve student writing at all levels,

freshman through senior, in classes across the curriculum. Trained student consultants are available afternoons and evenings to help writers plan and organize, revise and proofread, improve their grammar or document their research. Student writers are encouraged to seek help voluntarily, or faculty members may refer students to the Writing Center. Students may also bring letters, résumés and applications to the Writing Center.

Writing tutorial facilities are located in a 30-computer lab, supplemented by a wireless lab. Writing Center facilities are used for writing classes and special workshops as well.

CAREER SERVICES AND INTERNSHIPS

The office of career services is committed to helping students achieve their education and career aspirations. Whether seeking employment or graduate school upon graduation, the office assists students as they find their professional pathways, beginning in the freshman year and continuing throughout their four-year experience and beyond.

- As freshmen, students develop a greater sense of who they are, what they want and how they can achieve success through a degree from Bridgewater College. Individual counseling and assessment tools are available to help in choosing a major that is right for them and for teaching them how to use the resources for beginning career exploration.
- As sophomores, students start to explore interests relative to possible future occupations. The office of career services has abundant resources on its website, in the career resource library and through consultation with knowledgeable career services staff.
- As juniors, students work toward building relevant experiential learning opportunities to complement classroom theory and practice. The office of career services coordinates the College's internship program and can help students find meaningful internships that will have significance for their major and career choices. Completing an internship is strongly recommended. During the junior year, it is also important to develop opportunities to build skills in leadership, community awareness, citizenship, teamwork and critical thinking. The office of career services can help identify collegiate activities that will provide avenues for demonstrated competencies in these areas. Students should start practicing résumé and cover letter development and interviewing skills, as well as researching graduate school programs, testing requirements and employers in their areas of interest.
- As seniors, students are completing what they need in order to graduate and be prepared for the next step, whether in graduate school or the workforce. The office of career services helps the student every step of the way through informative materials and programming, such as workshops on job searching, interviewing, résumé writing, internships and preparing for graduate school; events for networking, such as professional etiquette dinners, receptions and Career Exploration Day; interaction with employers through career fairs, recruiter visits and employer programs; and preparation for graduate school entrance exams. The office of career services is available to work with each student on an individual basis to ensure that he or she feels confident and ready for the next step after Bridgewater.

The career services webpages can be found at bridgewater.edu/careerservices and provide a comprehensive overview of the wealth of resources used in assisting students as they explore, prepare for and attain their career goals and dreams.

HONORS AND AWARDS

Dean's List

At the end of each semester, the vice president and dean for academic affairs announces the Dean's List, which consists of the names of all students who have a GPA of 3.40 or above while completing a minimum of 12 credit hours with no grade below C. Also, no student with a grade of Incomplete will be included on the Dean's List.

Graduation Honors

One may graduate with honors from Bridgewater as *summa cum laude*, *magna cum laude* or *cum laude*. To graduate *summa cum laude*, a student must achieve a minimum GPA of 3.90, complete an honors project with a grade of A and perform satisfactorily on an oral comprehensive examination. To graduate *magna cum laude*, a student must achieve a minimum GPA of 3.70, complete an honors project with a grade of B or better and perform satisfactorily on an oral comprehensive examination. To graduate *cum laude*, a student must achieve a minimum GPA of 3.40 and perform satisfactorily on an oral comprehensive examination. Honors oral examinations are administered prior to April 15 by a committee composed of three faculty members, one of whom must be from outside the student's major department. Honors oral examinations consist of questions relating to the major, general education and, in the case of candidates for *magna cum laude* and *summa cum laude*, the honors project.

Students completing two majors may graduate with honors by meeting all honors standards, including the oral examination in one major. Students are not required to take the oral examination in the second major.

Students who transfer credits may receive honors. To graduate with honors, a student who transfers credits to Bridgewater from another college or university must not only conform to the above standards for credits earned at Bridgewater College **but must also achieve an equivalent standard on his or her total undergraduate academic record, including all work attempted at another institution.**

All College-approved study abroad program credits are received on a Satisfactory/Unsatisfactory basis. However, a student may petition the vice president and dean for academic affairs to include all grades earned for honors and for cumulative GPA calculations.

The Philomathes Society

The primary purpose of the Philomathes Society, Bridgewater's scholastic honor society, is to encourage scholarly effort and to honor students, faculty members and alumni who have achieved unusual distinction in the pursuit of knowledge. A student is eligible to be nominated for membership after completing a minimum of 30 credit hours at Bridgewater College with a high GPA and satisfactory grades for convocation attendance during the year prior to nomination, provided the student has not been suspended from the College for disciplinary reasons during the year prior to induction.

Alpha Chi

The Virginia Gamma Chapter of Alpha Chi, a national collegiate honor society, is organized to promote truth and character, to stimulate and recognize scholarly effort and to encourage critical and creative thinking that enables the exploration of new areas of knowledge. Junior and senior members of the Philomathes Society who have completed at least 30 credit hours

at Bridgewater, possess a cumulative GPA of 3.40 or above, rank in the top 10 percent of their class and have attended the necessary number of convocations for the two previous semesters are eligible for election to membership in this society.

THE HONOR SYSTEM AND CODE OF ETHICS

Ethics, honor and integrity are the fundamental principles at the core of the Bridgewater College experience. Our community can only flourish in an environment of trust and respect, and these notions of personal honor, integrity and faith are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating and stealing, and Bridgewater College's commitment to ethics, integrity and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community, and an all-student Honor Council administers regulation of this Honor System. It is the goal of Bridgewater College's Honor Council to assist in the development of students' ethical and moral principles. See page 44 for more information on Bridgewater's Honor Council.

GRADES AND ACADEMIC POLICIES

Responsibility of Students

It is the responsibility of students to understand the academic standards of the College and the degree requirements of the program in which they are enrolled. Assistance in interpreting the requirements is available from advisors, the registrar and the vice president and dean for academic affairs.

Preregistration

Students are expected to preregister in advance of the published registration dates to ensure their enrollment in preferred courses. In April the office of the registrar produces course schedules for the next academic year and returning students preregister in courses for the upcoming fall, Interterm and spring semesters. New freshmen and transfer students preregister for courses during the spring and summer orientations. During the fall semester, students preregister and make changes to Interterm and the upcoming spring semester.

Registration

Students are expected to confirm their enrollment and make necessary course changes promptly in the period devoted to registration at the beginning of each semester. Failure to confirm enrollment at the proper time will result in the assessment of a late registration fee. The College accepts no responsibility for holding seats in courses or room reservations or providing living accommodations for students who fail to confirm their enrollment on the day designated for that purpose.

By permission of the student's advisor and the registrar, one may make adjustments in his or her program of studies during the drop/add period at the beginning of the semester. When a course is dropped after the drop/add period, a grade of W will be shown on the permanent record.

Class Attendance

Regular class attendance is expected of all students and attendance records are kept. Specific policies regarding the number of absences allowed in particular courses are determined by instructors; however, if a student is absent for an entire week without credible explanation or

has what the instructor considers excessive absences overall (whether or not they are consecutive), he or she will be reported to the associate dean for academic affairs who will determine the circumstances of the absences and, after consulting with the instructor, make a recommendation as to whether the student should continue in the course.

Absences that occur because of College activities approved by the vice president and dean for academic affairs will be reported in advance to the registrar by the instructor sponsoring the activity, and the registrar will notify instructors of the students involved. The student is responsible for all work missed when absent from class. **Students should discuss absences with their professors before the absence occurs.**

Classification of Students

A student who has earned 25 credits or less is classified a freshman; 26 to 59 credits, a sophomore; 60 to 89 credits a junior; and 90 credits or more, a senior. A student who is carrying fewer than 12 credits in a semester is classified as a part-time student.

The Basis of Credit

A credit is equivalent to one semester hour. A three-credit course meets 150 minutes per week for the semester. A two-hour or three-hour laboratory or studio per week for the semester receives one credit.

Grade Point Average and Grading System

A grade is assigned at mid-semester and at the end of the semester in each subject for which a student is officially registered. Only the grades assigned at the end of the semester are recorded on the permanent record. The following grading system is used:

| Grade | | Quality Points |
|-------|--------------------------------|----------------|
| A | Superior Achievement | 4.0 |
| A- | | 3.7 |
| B+ | | 3.3 |
| B | Above Average Achievement | 3.0 |
| B- | | 2.7 |
| C+ | | 2.3 |
| C | Average Achievement | 2.0 |
| C- | | 1.7 |
| D+ | | 1.3 |
| D | Fair/Below Average Achievement | 1.0 |
| D- | | 0.7 |
| F | Unsatisfactory Achievement | 0.0 |

Grades of W, F, S and U receive no quality points.

The grade point average (GPA) is computed by dividing the quality points achieved by the number of credits attempted at Bridgewater College. All credits for which a student enrolls are counted as credits attempted except those credits for which a grade of W or S is received. A student may repeat course work in which he or she has received a grade of D+, D, D- or F. In the case of repeated work, the highest grade is used in computing the student's GPA; however, both grades will remain on the student's permanent record.

Work accepted for transfer to Bridgewater College is recorded as credits earned. Credits

attempted and quality points achieved are not transferred. Hence, a student's GPA, both cumulative and in the student's major, is only dependent upon work attempted at Bridgewater. However, grades on previous course work are calculated in the Bridgewater College GPA when determining graduation with honors.

All College-approved study abroad credits are received on a Satisfactory/Unsatisfactory basis. However, a student may petition the vice president and dean for academic affairs to include all grades earned for honors and cumulative GPA calculations.

I—Incomplete Achievement

This grade may be given when a student has been unable to complete the course or has been absent from the final examination because of illness or an emergency situation that is beyond the student's control. The time and conditions for the removal of an I must be approved by the registrar when it is assigned but no later than the sixth week of the following semester. In determining the grade point average, credits with a grade of I are not counted as credits attempted.

W—Withdrawn

This grade indicates withdrawal from a course in which the student was officially registered. In order to receive it, the withdrawal must have the approval of the instructor of the course, the student's academic advisor and the registrar before the withdrawal deadline (see the academic calendar, inside front cover). A grade of W may be assigned from the last day of the initial drop/add period until the last day of the 10th week of the full semester, the second week of Interterm and Summer Session I, and the fourth week of Summer Session II. Following these deadlines, the option of withdrawing will no longer be available. In determining the GPA, credits with a grade of W are not counted as credits attempted.

F—Unsatisfactory achievement (carries no credit)

S—Satisfactory achievement

U—Unsatisfactory achievement (carries no credit)

AUD—Audit (carries no credit)

For field internships and student teaching, grades of S or U are assigned. Courses carrying grades of S or U do not contribute to credits attempted or grade points achieved, nor do they figure in the GPA, but appropriate credits earned are credited to the student's permanent record.

For students wishing to audit a course, a grade of AUD is assigned. A grade of AUD does not contribute to credits attempted, credits earned or grade points achieved. The AUD grade does not figure in the GPA.

Grade Reports

Midterm and final semester grades are recorded, and a report is made electronically to each student.

Minimum Scholarship Standards

Every student who is permitted to enroll at Bridgewater College is expected to make continuous progress toward his or her educational objective. At the end of each semester a careful evaluation of the achievement of each student is made, and a student whose quality of performance is below the minimum scholarship standards as outlined below will either be placed on academic probation or academic suspension. The Council on Education is responsible for advising the

vice president and dean for academic affairs of these standards and for hearing appeals concerning them. A student who does not achieve a cumulative GPA equal to or greater than the standard appropriate to the student's classification will be placed on academic probation.

The following minimum grade point standards apply:

- 1.4 End of the first semester
- 1.6 End of the freshman year
- 1.7 End of the third semester
- 1.8 End of the sophomore year
- 1.9 End of the fifth semester
- 2.0 End of the junior year
- 2.0 Senior year

While on academic probation, counseling by the deans and a student's portfolio or academic advisor may result in curtailment of co-curricular activities. The academic probation status is recorded on the student's grade report, permanent record and transcript of credits.

Following academic suspension, one is ineligible for readmission until one semester has passed. Also, a student who withdraws from the College at a time when his or her cumulative GPA is below the standard required for continued attendance is ineligible for readmission for one semester from the date of withdrawal. To be readmitted, a student must present evidence sufficient to convince the vice president and dean for academic affairs that he or she can meet the minimum scholarship standards.

Academic Renewal Policy

Academic Renewal is a policy that allows first-year students who decide to change their major field of study, or make another program change, to either withdraw from up to two courses after the withdrawal deadline has passed in a current term, or to receive a retroactive W grade for up to two courses, taken during the first year, in which the students received a grade of D or F.

The policy is intended to serve the first-year student who, because of a change in program or major field of study (or change in direction in the case of students who have yet to declare a major), no longer needs the course or courses in question to fulfill graduation requirements. The policy does not apply to courses that are required for general education or other programs the student is still pursuing.

Upon completion of the application process (which begins in the office of academic advising), a student would receive a W grade for the course or courses so designated. However, any student who utilizes the Academic Renewal Policy will not be eligible for the Dean's List that term, regardless of the resulting grade point average. Grades of F assigned by the Honor Council cannot be subject to this policy.

Overload Policy

Students are permitted to enroll in a maximum of 18 credit hours without paying an overload fee. Normally only students on the Dean's List may apply to the vice president and dean for academic affairs for permission to enroll in an overload (more than 18 credit hours including courses audited). Students who are permitted to enroll for an overload must pay the overload fee.

COLLEGE POLICIES

Policy and Procedures for Sexual Misconduct Complaints

Bridgewater College is committed to providing all students with an educational environment free from discrimination. The sexual harassment of students, including sexual violence, interferes with a student's right to receive an education free from discrimination and, in the case of sexual violence, is a crime. The College's policy regarding sexual misconduct covers complaints by students of alleged sexual misconduct committed by Bridgewater College students, faculty and staff, as well as by a third party, with no connection to the College. Sexual misconduct, as defined by the policy, comprises a broad range of behavior that will not be tolerated, including exploitation, harassment, non-consensual sexual contact, stalking and rape. Sexual misconduct violates Bridgewater College policy and federal civil rights laws and may also result in criminal prosecution. Bridgewater College is committed to fostering a community that promotes prompt reporting of sexual misconduct and timely and fair resolution of sexual misconduct cases. Sanctions for a violation of the policy may range from a reprimand to suspension or expulsion. Creating a safe and respectful environment is the responsibility of all members of the campus community. To report a possible violation of the College's sexual misconduct policy, please contact one of the Title IX coordinators, the director of human resources, the associate dean of students or the assistant athletic director, listed on the inside back cover of this catalog.

The full policy is found in the student handbook, *The Eagle*.

Harassment and Discrimination Grievance Procedure

Any student who believes that she or he has been assaulted, harassed or discriminated against by any member of the College community (where the allegations do not involve sexual misconduct) should promptly notify the dean of students, the associate dean of students or any area coordinator. If the complaint relates to conduct by a staff member of the department of student life, a student may notify the executive vice president. The department of student life (or the executive vice president, as the case may be) will help the student resolve the complaint informally, if appropriate, or will support the student in pursuing a more formal response. Disciplinary action imposed may range from a requirement not to repeat or continue the offending conduct, to suspension or expulsion.

The full policy is found in the student handbook, *The Eagle*.

Academic Grievance Procedure

The College recognizes that problems will occasionally arise between students and faculty regarding academic issues. The College has an academic grievance policy to address these concerns. The primary objective of the policy is to ensure that students have the opportunity to present grievances regarding members of the faculty and that the College has a consistent process for resolving those grievances in a fair, confidential and just manner.

The first step is to attempt to resolve the grievance informally by discussing it with the faculty member. If the matter is not resolved to the student's satisfaction at this level, the grievance may be submitted to the associate dean for academic affairs, who will meet with the student, the department chair and, as appropriate, the faculty member, and reach a decision. If the matter is not resolved to the student's satisfaction at this level, the student may request review by the vice president and dean for academic affairs. Whether to accept such a request is within the sole

discretion of the vice president. The decision of the vice president and dean for academic affairs is final.

The full policy is found in the student handbook, *The Eagle*.

General Student Grievance Procedure

This procedure is intended to provide students with an opportunity to seek resolution for issues not covered by the grievance procedures described above. Students are encouraged, but not required, to discuss their concerns directly with the person or persons involved, either in person or in writing. If a student is uncomfortable directly discussing her or his concern with the involved individual(s), or, after discussing it, believes that the concern is not adequately resolved, the student may utilize a more formal process. The appropriate reviewing authority will initiate an investigation of the complaint and will make a determination and inform the parties involved.

The full policy is found in the student handbook, *The Eagle*.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 ("FERPA") pertains to student education records maintained by Bridgewater College. The Act allows students, and parents of dependent students, access to their education records while also protecting their right to privacy, by limiting the transferability of records without the students' consent. The following are guidelines to assist all members of the Bridgewater College community in understanding the provisions of the Act as they apply to Bridgewater College.

Notification of FERPA Rights

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

A student should submit to the registrar, dean, head of the academic department or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write to the College official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally

identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

For example, the College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the College in an administrative, supervisory, academic research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Upon request, and without notice to the student, the College also discloses education records without consent of the student to officials of another school in which a student seeks or intends to enroll, and forwards such records on request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Directory Information

The College has designated the following categories of student information as "Directory Information." The College may disclose any of these items at its discretion, without prior written consent of the student.

- Name
- Addresses (home and campus)
- Telephone numbers (home and cell)
- Email and webpage addresses
- Classification (e.g. freshman, full-time/part-time)
- Major(s)/Minor(s)
- Photographic or videotaped image
- Participation in officially recognized activities and sports
- Height/weight (athletic team members)
- Dates of attendance
- Date and place of birth
- Degrees and awards
- Previous school attendance

If a student objects to the disclosure of any of the following information, the student must notify

the registrar in writing. Requests for nondisclosure by the student are in effect from the date received in writing from the student until rescinded in writing by the student. For practical purposes, requests should be received in the registrar's office no later than September 10 to ensure that the student's Directory Information is not published in the Campus Directory.

Additional Information

A more complete statement of the College's FERPA policy may be found on the College's website at bridgewater.edu/FERPA.

STUDENT LIFE

The department of student life provides students with educationally purposeful experiences that promote character, citizenship and community. Through collaborative relationships with faculty, staff and students, the department of student life encourages active participation in campus life through programs and services. The overarching goal of the department of student life is to enhance the quality of each student's college experience and promote success.

STUDENT ACTIVITIES

The student activities offered at Bridgewater College enrich the students' overall college experience. Students are able to engage in activities that are of interest to them, gain valuable leadership experience and learn important skills related to working with groups and individuals.

Student Government

The student body is organized into the administrative, legislative and judicial branches. Through its president and appointed student members of faculty committees, students are involved in many aspects of College operations. The Student Senate, an organization of students elected by the four classes, serves as the basic policy-making authority of the student body. The Senate must approve the student body president's appointments; may override the student body president's vetoes; may conduct impeachment proceedings against student government officials; sets guidelines for all activities of the Student Senate, the President's Cabinet and the Honor Council; and allocates funds to various student groups. Through the student government, an individual student has the opportunity to fulfill the role of a voting citizen in a community of 1,700 citizens, to help mold student opinion, to cooperate with the faculty in interpreting College traditions, to direct the Honor System and to serve as a citizen in relation to a general governing body for many student co-curricular activities.

Honor Council

The Honor Council, the judicial branch of the student government, hears cases involving alleged violations of the Honor Code. The Code prohibits cheating, stealing and lying in regard to academic matters, lying during Honor Council proceedings and failing to report or confront known violators of the Honor Code. The Council is composed of nine students appointed by the student body president.

They serve from the time they are appointed until graduation, resignation or impeachment. A chairperson, appointed from within the council members by the student body president,

oversees each case of alleged infractions. Refer to *The Eagle* handbook for additional guidelines.

The Eagle

The “Constitution of the Student Government” and the detailed regulations under which it operates are set forth in *The Eagle*, a handbook for all students, which contains the constitution and bylaws under which the student government operates, College policies, important information for all students and a detailed list of student organizations.

Eagle Productions

Eagle Productions is the programming board that plans and implements student activities on weekends. The group seeks to provide a diverse and comprehensive program of activities for the whole campus, as well as leadership development for its members. This group works with an advisor to plan and implement a creative program of weekend events on campus.

Student Clubs

TABOO, International Club, Fellowship of Christian Athletes, Pre-Med Society, Student Virginia Education Association, Student Senate, Brethren Student Movement, Believers Strongly United, Campus Crusade for Christ, Catholic Campus Ministry, Pre-Law Society, Black Student Association, Habitat for Humanity, Mass Communication Organization, Bridgewater Chapter of New Community Project, Eagle Productions, Collegiate Entrepreneurial Club, Bridgewater Chapter of Society for Human Resource Management, Bridgewater College Ultimate Club, In-Step Dance Club, Civil War Club, Alpha Phi Omega, Equestrian Club, French Club, American Chemical Society, Association of Computing Machinery, Physics Club, Pinion Players, *Ripples*, *Veritas*, Active Minds, BC Allies, Comitatus, Residence Hall Association, Spanish Club, Lend A Paw, BC Rugby, BC Republicans, BC Frisbee Golf, Mass Communications Organization, BC Family Career and Community Leaders of America (FCCLA), BC Wrestling Club

Student Organizations

Student Service Board, Church Travel Teams, Interdistrict Youth Cabinet, Music Educators National Conference, Pep Band, Student-Athlete Advisory Council, BC Commuters, Bridgewater College Lift Your Voice Gospel Choir, Chorale, Concert Choir, Handbell Choir, Jazz Ensemble, Oratorio Choir, Orientation Leaders, Student Ambassador Association, Campus Interfaith Board, Campus Spiritual Life Board, Symphonic Band, Student Alumni Network

Honor Societies

Philomathes Society, Alpha Chi, Alpha Psi Omega, Delta Sigma Rho-Tau Kappa Alpha, Phi Alpha Theta, Who's Who, Beta Beta Beta, Lambda Pi Eta, Omicron Delta Kappa

Student Publications

Students write, edit and publish *Veritas*, the campus newspaper, which highlights campus news and affords students opportunities to air public opinions on campus issues, College policies and student government action. Students also publish the College yearbook, *Ripples*.

The *Philomathean* is a journal of student papers, essays, short stories, poems and visual art published each year by Bridgewater College. “Philomathean” means love of, or devotion to, learning; the *Philomathean* reflects this ideal by recognizing and honoring student creativity and scholarship. A student may submit on his or her own initiative work produced for a course,

or faculty members may recommend a student's work to a faculty editorial board that selects the contributions to be included in the publication.

Music

Bridgewater recognizes the importance of music, not only as a part of the curriculum of a liberal arts college, but also as a vital part of campus life. The Oratorio Choir is a large ensemble that rehearses during the fall semester and performs a major work before semester break. The Concert Choir, a select group of students chosen by audition, performs on campus and tours extensively in the spring semester. The Chorale is a smaller group of singers chosen from within the Concert Choir that performs on campus and tours at various times during the year to schools and churches.

Instrumental ensembles at Bridgewater include the Symphonic Band, the Jazz Ensemble, the Pep Band and small woodwind and brass ensembles. These bands and ensembles perform on campus in both formal and informal concerts.

String instrument players may take applied lessons for credit. They may also register for chamber music ensembles; at the beginning of the semester, they will be assigned to chamber music groups and then participate in one of the department's chamber music concerts. They also have the opportunity to audition for ensembles at James Madison University. For more details, contact Larry Taylor, associate professor of music.

Theatre

Theatre at Bridgewater College produces two major works each year. These productions are chosen to enhance the academic experience of direct course work, as well as to respond to and reflect upon social, cultural and political issues. Theatrical production develops student talent while offering the College community the opportunity to experience a wide array of theatre genres. Additionally, theatrical production suggests to students the opportunities offered in the field of theatre.

The student-run theatre organization, the Pinion Players, provides students with co-curricular opportunities to participate in all aspects of theatrical production, from directing and acting to designing and playwriting. Activities vary yearly, are driven by student interest, and may include children's theatre productions for local elementary schools and a student-directed one-act festival.

Intramurals

The intramural office provides a program of recreational activities for students, faculty and staff that encourages participation and provides challenging competition, healthy exercise and good sportsmanship.

A complete list of intramural programs is available at bridgewater.edu/intramurals.

Outdoor Programs

Bridgewater College is committed to providing fun-filled, educational and challenging adventures to all members of the BC community regardless of skill level. The Outdoor Program sponsors monthly trips for BC students, which include indoor and outdoor rock climbing, hiking, skeet shooting, white water rafting, caving, paintball and camping.

Student Alumni Network and Alumni Association

The Bridgewater College Student Alumni Network fosters connections among alumni of all ages and students through offering networking opportunities among alumni and current students and leading and promoting student philanthropic engagement and participation at BC. All students in good standing with the College are welcome as members of the BC Student Alumni Network.

The Bridgewater College Alumni Association seeks to strengthen the bond of loyalty between alumni and their alma mater, fosters good fellowship among alumni, organizes local alumni networks, arranges class reunions and helps promote the growth and development of the College. All graduates and students who have completed at least 25 credit hours at Bridgewater College are eligible for membership in the Alumni Association. The association charges no dues, but all members are invited to make annual contributions to the Bridgewater Fund. For more information on the BC Student Alumni Network and BC Alumni Association, please contact the office of alumni relations at 540-828-5451.

COUNSELING SERVICES

The Counseling Center provides confidential and professional counseling services to students on a short-term basis and is staffed by experienced, licensed mental health providers. Counseling Center staff specialize in counseling with individuals, couples and groups and provide a number of student development activities throughout the academic year. Our counselors are dedicated to the health, well-being and overall development of our students. The Counseling Center also consults with students, faculty, staff and others who are concerned about the unusual, problematic or potentially harmful behavior of others. The Center is open 8 a.m.–4:30 p.m., Monday through Friday. Appointments can be made in person, via email or by phone. Counseling services are available on campus at no cost to the student. Counseling Center records are maintained separately from all other College records.

Students who come to Bridgewater with a previous mental health history or are under the care of a mental health provider or psychiatrist are encouraged to contact Counseling Center staff prior to the beginning of the semester in order to coordinate care and ensure a smooth transition of treatment.

Some of the issues brought to the Counseling Center include:

- Homesickness
- Relationship issues
- Self-esteem concerns
- Anxiety
- Depression

HEALTH SERVICES

Health Services provides professional and compassionate health care to all students, including residential, commuting and part-time students. Health Services assists students in developing a healthy lifestyle by providing information, instruction and counseling concerning health and wellness issues. The Health Services staff and TABOO, Bridgewater College's

peer health educators, maintain a health education website that students may access at bridgewater.edu/orgs/taboo.

Health Services is open from 9 a.m.–2 p.m., Monday through Friday. All visits, treatments and medications provided at the Health Services office are free of charge. When prescriptions are written, lab tests are ordered or referrals are made to outside labs or doctors' offices, it will be the responsibility of the student to pay for or file for insurance coverage for reimbursement of these charges. It is recommended that the student have access to their insurance information, including a copy of the insurance card. A history and physical examination, as well as documentation of all required and up-to-date immunizations, including the meningococcal vaccine, MMR (1 and 2), polio series, tetanus (specifically the Tdap) and hepatitis B series are required of all new students prior to registration for classes.

For a copy of the required health forms for admission to Bridgewater College, as well as a complete listing of services, please visit our website at bridgewater.edu/StudentServices/Health-Services.

CENTER FOR CULTURAL ENGAGEMENT

The Center for Cultural Engagement, located at 112 College View Drive, creates meaningful and substantive opportunities for students, faculty, staff and community to share, learn and grow in understanding and appreciation of cultural differences and similarities.

Globalization requires students to have a distinct set of interpersonal skills that fosters a sense of cultural sensitivity. The Center for Cultural Engagement promotes a campus community that affirms an understanding and appreciation of diversity and encourages inclusiveness of and respect for different cultures.

The center provides a variety of educational, social and cultural activities and programs that promote awareness and increase support and appreciation for diversity at Bridgewater College. Cultural awareness programs, student leadership initiatives, mentoring programs, international awareness and a campus gospel choir are among the programs sponsored by the center.

SERVICE-LEARNING

Bridgewater College's Service-Learning Program helps connect students' classroom learning with applications outside class in "real world" situations. Service-learning connects the College to the local community through reciprocal relationships in which students, faculty, staff and community members work collaboratively and are mutually respectful of each entity's strengths and needs. Currently, Bridgewater College is participating in an AmeriCorps VISTA project that focuses on eliminating poverty through agency and neighborhood capacity building. Students have the opportunity to actively engage in this project.

Student Service Board

The Student Service Board (SSB) seeks to foster greater awareness of and involvement in service opportunities by acting as a link between community needs and Bridgewater College. The SSB consists of a student director and student coordinators who provide service opportunities in the following program areas: aging services, children and youth services, community and social services, education services, environmental services, health and disabilities services, and hunger and housing services.

SPIRITUAL LIFE

As a liberal arts college that educates the whole person, Bridgewater encourages its members to actively pursue their spiritual path within an open, inclusive and supportive community.

As one of the six colleges historically affiliated with the Church of the Brethren, Bridgewater seeks to honor its spiritual heritage while welcoming students of all religious traditions and faith perspectives as part of a diverse learning environment. BC Chapel, Catholic Mass and ecumenical campus worship convocations provide varied opportunities for worship on campus. Protestant and Roman Catholic churches, an Islamic mosque and a Reformed Jewish synagogue are located in the surrounding area within easy driving distance.

Spiritual life groups including Believers Strongly United, Brethren Student Movement, Campus Crusade for Christ, Catholic Campus Ministry and Fellowship of Christian Athletes are active and open to any who wish to participate. The Campus Spiritual Life Board provides spiritual life events for the whole campus community and the campus chapters of Habitat for Humanity and New Community Project provide opportunities for students to express their faith through service to the local community and larger world.

The College chaplain coordinates the spiritual life program on campus and supports individuals experiencing illness, grief and concerns of any kind.

RESIDENCE LIFE

Bridgewater College is a community where you will meet people who will impact your life in tremendous ways. It's where you'll have the opportunity to express your opinions, share your ideas and make a difference in the campus community. You'll learn accountability and responsibility through activities and programs supported by dedicated, compassionate staff members. In the residence halls, you'll begin a lifetime of development that truly embodies the Bridgewater spirit.

Bridgewater College residential housing features a combination of traditional residence halls, apartment living, honors houses and a village-style apartment community. Washers and dryers are provided in the residential areas for student convenience at no additional cost during the academic year.

All students are encouraged to take full advantage of opportunities for personal, social and academic growth and development. See Student Activities on pages 44–47 for more information about all the exciting ways you can get involved on campus.

Bridgewater College has five (5) official breaks during the academic year. All students are required to vacate the campus during the Thanksgiving and Christmas breaks. Students may request permission to remain on campus during fall, spring and Easter breaks if circumstances require. Dining services are closed during all five breaks and will resume the evening prior to the start of classes.

Students are responsible for the proper care of their rooms and furniture. Damage to rooms and furniture, or to other College property, will be charged to those responsible.

All full-time students are required to live in College housing except: (1) students living at home with their parents or legal guardians if the parents'/guardians' principal residence is in one of the following counties: Augusta, Highland, Page, Rockingham or Shenandoah; (2) transfer students who have earned a minimum of 24 college credits at the time of matriculation; (3) students who

are married; (4) students 23 years of age or older; and (5) current or former members of the armed forces. Students are not required to live on-campus during the summer sessions.

MEDIATION AND JUDICIAL SERVICES

The office of mediation and judicial services strives to promote a learning environment that is safe and positive, in which the rights of all members of the campus community are respected. The office seeks to promote student learning and development by increasing awareness of the College community's expectations of behavior, holding students accountable for violations of these expectations and developing educational sanctions designed to help students learn and grow from their mistakes. The office also strives to help students see both the immediate and the long-term consequences of their behavior.

The judicial process is an educational opportunity that allows individuals to learn from their mistakes, while at the same time protecting the rights of all members of the campus community. This process provides opportunities for students to discover underlying issues that lead to irresponsible behavior and to recognize the need to accept responsibility. Recognizing that our students are the leaders of tomorrow, we seek to help them develop their character and become a person of integrity through this educational process. The judicial process is explained further under Student Rights and Responsibilities in *The Eagle*, the student handbook. Every student is responsible for knowing the information and campus policies in *The Eagle*.

Restorative justice practices may also be used to address harms caused. In situations where a student takes responsibility, restorative justice may be used in addition to or in place of the judicial process. The College has two designated boards to handle various campus policy infractions: the Judicial Hearing Board and the Honor Council. Any matter may also be handled administratively by the dean of students or the vice president and dean for academic affairs.

Students involved in conflict(s) with another individual(s) or roommate may have the conflict(s) mediated with the assistance of a third party mediator assigned. To request mediation, please speak to a student life staff member.

POLICIES AND REGULATIONS

The conditions and provisions set forth in this catalog should not be considered as a contract between the College and the student. The College reserves the right to make changes in conditions and provisions when such changes are deemed prudent. In practice such changes are rarely retroactive.

For more information on campus policies and procedures, please refer to the student handbook, *The Eagle*.

Students are expected to take personal responsibility for their behavior and exhibit consideration for other students' rights. The College administration makes every effort to avoid arbitrary, harsh or unfair sanctions for student violations. Good citizenship in any community requires a great deal of responsibility on the part of all members. With this responsibility comes the obligation to refrain from infringing on the rights of others, whether through placing persons in danger or jeopardizing either personal wellbeing or property. When a student displays poor citizenship, blatant disregard for College policies, minimal academic motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student may be subject to disciplinary review, which could result in suspension or expulsion.

The College encourages its students to refrain from possessing or using alcoholic beverages on campus. It is important that students understand that possession or use of alcoholic beverages on campus will subject the student to disciplinary action.

Possession or use of illegal drugs by Bridgewater College students is prohibited and will subject the student to disciplinary action up to and including suspension.

The College prohibits hazing, harassment in any form, gambling or the possession or handling of firearms and fireworks in the residence halls and on the campus. Smoking and use of all tobacco products is prohibited within College buildings and is not allowed within 25 feet of any campus building.

If, at any time, the conduct of any student becomes detrimental to the work of other students, and it is in the best interest of the College, the administration reserves the right to request, or, in some cases, require, the student to withdraw from the College community. If and when a student is asked or required to withdraw, there is no refund of tuition, fees or room charges, and board fees generally are prorated.

Permission to keep a vehicle at the College must be obtained at Campus Police and Safety during the time of official registration in the fall. One must register a vehicle within 24 hours of bringing it to the College. Temporary permits are also available in the event that a student needs to substitute another vehicle for the one registered. Failure to cooperate with the above principles may subject the student to a fine or other disciplinary action.

ATHLETICS

Bridgewater College encourages participation in intercollegiate athletics by fostering a challenging and versatile athletic program. Athletics is an integral part of the academic curriculum of the College, promoting leadership, self-discipline and responsibility.

The College adheres to the philosophy of intercollegiate athletic competition based upon the principles of amateurism, sportsmanship and fair play. The following guidelines have been developed for the athletic program: (1) to place a priority on the academic progress of all students who participate in intercollegiate athletics; (2) to ensure the physical wellbeing of all student-athletes during practice, travel and play; (3) to encourage the development of each student-athlete to his or her full potential; and (4) to develop excellence in all of the College's intercollegiate athletic programs.

The College sponsors 12 intercollegiate programs for women—basketball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, indoor and outdoor track and field, and volleyball. The College also sponsors 10 intercollegiate teams for men—baseball, basketball, cross country, football, golf, lacrosse, soccer, tennis, and indoor track and outdoor track and field. The athletic program supports a cheerleading squad, a dance team and a Pep Band that perform at home football and basketball games.

The College is a Division III member of the National Collegiate Athletic Association (NCAA) and follows guidelines and policies set forth by this governing body. Bridgewater's teams are members of the Old Dominion Athletic Conference (ODAC).

The College also offers a full array of intramural and club sport opportunities.

Equestrian Program

Bridgewater College owns and operates the Bridgewater College Equestrian Center (BCEC) in Weyers Cave, about 10 minutes from campus. The College's equestrian program is based at the BCEC and includes classroom instruction, riding lessons (credit and non-credit) and riding team activities.

The equestrian team practices, trains and hosts collegiate horse shows at the BCEC, competing in the Old Dominion Athletic Conference (ODAC) and Intercollegiate Horse Show Association (IHSA) shows.

The BCEC has boarding facilities available for student-owned horses on an advance reservation basis. Additional stalls are available at the College Stables on the main campus. Please contact the BCEC staff at 540-480-7850 for information on boarding options.

FINANCIAL INFORMATION

This section contains general information regarding financial matters. **Please go to bridgewater.edu/businessoffice, for specific policies and fee information.**

Fees for the 2013–2014 Session (Full-time Students)

Residential

| | |
|---|-----------------|
| Tuition | \$28,500 |
| Technology Fee | 320 |
| Student Activity Fee | 270 |
| Total Mandatory Fees | \$29,090 |
| Room and Board* | 10,790 |
| Total Tuition and Residential Fees | \$39,880 |

Non-Residential

| | |
|-------------------------------|-----------------|
| Tuition | \$28,500 |
| Technology Fee | 160 |
| Student Activity Fee | 135 |
| Total Tuition and Fees | \$28,795 |

To be considered full time, a student must be registered for a minimum of 12 credit hours during a semester. The fee schedule assumes a full-time enrollment of at least 12, but not more than 18, credit hours per semester.

One-half of the tuition and fees total is due for each semester:

Fall semester payment is due **August 14, 2013.**

Spring semester payment is due **January 7, 2014.**

**Base room in traditional residence hall and basic meal plan.*

Late Payments

Payments must be received in the business office by 4 p.m. on the due dates listed above. Payments received after the due date will be assessed a late fee. After 30 days, past-due accounts are subject to additional penalties not to exceed 12 percent per year. Students may not complete class registration until satisfactory arrangements have been made with the business office for payment of all fees. The College does not issue transcripts of credits for students with delinquent accounts.

Reservation Deposits

Full-time students must confirm their intention to enroll by making a reservation deposit. The reservation deposit is applied to the fall semester charges for the upcoming year and is non-refundable after May 1 for new students. Students admitted after May 1 must make a deposit within 10 days after admission. For returning students, the reservation deposit is due early in the spring semester (due dates to be announced each year) and is nonrefundable. Returning students who fail to make the deposit on time must pay a penalty and may not complete preliminary registration, select classes or reserve a room until the deposit and the penalty have been paid.

Interterm

Interterm is part of the academic year, and half of the basic Interterm fees are included in each semester billing for full-time students. No refund for tuition, room or board will be given to students not attending Interterm. There may be additional charges to students enrolled in Interterm courses involving travel, off-campus housing or other expenses.

Part-Time Students

A part-time student (one who is registered for fewer than 12 credit hours in a semester and who resides off campus) pays on a per-credit-hour basis in accordance with the fee schedule posted on the College website, plus a registration fee per semester. Payment must be made at the time of class registration. A part-time student is not eligible to receive scholarship aid or to reside on campus. Part-time students are not billed prior to registration.

Other Fees

In addition to the fees listed, certain elective courses require student fees that are established at the beginning of each academic year. Horseback riding and private music lessons are examples of such fee courses. Also, four-credit classes with a lab are typically charged a lab fee. Additional fees are assessed for certain dormitory rooms (single rooms, etc.) and vehicle registration, course overloads, etc. These fees are subject to change without notice. See bridgewater.edu/businessoffice for a current list of fees.

Deposits

Damage to dormitory buildings and furniture is charged to a dormitory room and key deposit. The dormitory and room key deposit is made at the time the student first enrolls and is retained by the College until the student either graduates or withdraws. Returning students cover assessments that have been made against the deposit by bringing it back to the level of the initial deposit at the time of each fall registration. Failure on the part of the student to complete the dorm checkout process properly at the end of each academic year may cause the deposit to be forfeited. Any unused portion of the deposit will be refunded at graduation or upon withdrawal from the College after checkout is complete.

Personal Expenses

Each student pays for his or her own personal expenses and books. Please note that students are not permitted to charge books to their student accounts.

Withdrawal from College

To withdraw from Bridgewater College at any time during a semester, a student must first confer with the associate dean for academic affairs who will provide a form requiring the signatures of appropriate College personnel. A student called to active military service is responsible for providing the appropriate military orders. **A student who fails to withdraw properly may forfeit his or her dormitory and room key deposit, will receive failing grades in all currently enrolled courses and may be ineligible for refunds as described below.**

Refunds

Only limited refunds can be made when a student withdraws from the College. Advance deposits are not refunded in any instance.

The financial aid of a student who does not complete the semester for any reason will be reduced in accordance with mandatory federal guidelines. All questions concerning refund amounts should be addressed to the business office.

Withdrawal Due to Health Reasons or Military Service

In the event of an approved withdrawal for health reasons, a refund of tuition and fees is provided according to the following schedule:

- | | |
|--|-----------|
| • During the first two weeks of the semester | 80% |
| • During the third or fourth weeks | 50% |
| • During the fifth or sixth weeks | 20% |
| • After the sixth week | No Refund |

No refund is given for the room charge, but the board fee is generally prorated. Confidential written documentation in support of a medical withdrawal must be provided by a physician or other certified medical practitioner to the associate dean for academic affairs in order for this schedule to apply. In most cases, the supporting documentation must be received within **two weeks** after the withdrawal date.

Withdrawal Due to Personal Reasons

In the event of an approved withdrawal for personal reasons, a refund of tuition and fees is provided according to the following schedule.

- | | |
|--|-----------|
| • During the first two weeks of the semester | 50% |
| • During the third or fourth weeks | 25% |
| • After the fourth week | No Refund |

No refund is given for the room charge, but the board fee is generally prorated.

Mandatory Withdrawal

In the event of a disciplinary suspension or administrative withdrawal, refunds are generally treated as a withdrawal due to personal reasons.

Methods of Payment

The inclusive fee for each semester is due according to the schedule on page 52. Fees for part-time students are due at the time of official registration. All financial aid administered by the College is applied to the students' accounts at the rate of one-half for each of the fall and spring semesters. Work-study earnings are paid directly to the student via direct deposit bi-weekly.

The College accepts cash, checks, money orders and all major credit cards for tuition payments. A service fee will be charged for all credit card payments, including debit card payments. People who prefer to pay the inclusive fee in equal installments may choose to enroll in the Tuition Payment Flex Plan administered by Advanced Education Services (AES). See bridgewater.edu/businessoffice for additional information.

Alumni Learning Tuition Program

The Alumni Learning Tuition program provides tuition discounts for Bridgewater College graduates wishing to further their education. Graduates may register for Bridgewater College classes at 50 percent of the current undergraduate tuition rate, provided that:

- They have completed a degree program at Bridgewater College.
- They are pursuing either professional certification or a second major.
- Classroom space is available after giving first priority to current undergraduates.
- Class size requirements are met.
- They do not have an outstanding balance with Bridgewater College.

Returning graduates will be assigned an advisor who will help them develop an academic plan according to their goals. Applications for the Alumni Learning Tuition program are available in the office of the registrar. This program does not apply to summer courses.

FINANCIAL AID

Recognizing that College costs are a legitimate concern to many students, Bridgewater College commits significant institutional resources for grants and scholarships. To assist as many students as possible, the aggregate of institutional funds for an individual student is restricted to an amount equivalent to tuition and fees and may apply only to semesters taken on campus. Institutional grants and scholarships apply to institutional costs associated with undergraduate enrollment during the academic year and exclude summer school. The financial aid office coordinates resources provided by the college, as well as state and federal aid programs to provide a substantial and varied program of financial aid.

Federal Government Financial Aid

Both returning and new students are required to submit the Free Application for Federal Student Aid (FAFSA) for the 2013–2014 academic year no sooner than Jan. 1, 2013 and the priority deadline is March 1, 2013. Applications submitted after March 1 will be processed as long as funds are available. The FAFSA is also the approved application for need-based institutional and state financial aid programs. The financial aid office begins releasing aid packages to prospective students after March 15 on a rolling basis. Returning students receive their aid packages after June 15.

Listed on page 56 are brief descriptions of the Title IV federal aid programs for students who are

citizens or permanent residents of the United States. Full-time status for financial aid regulations is enrollment in a minimum of 12 credit hours in each semester while half-time status is enrollment for 6–11 credit hours. Selected federal programs can be awarded to students enrolled on a part-time basis. The analysis of the FAFSA determines eligibility for Title IV aid programs. All students are subject to satisfactory academic progress standards in order to maintain eligibility for participation. Entering freshmen and transfers are considered to be making satisfactory academic progress based upon their admission. However, after that point, satisfactory academic progress is measured according to the information listed on page 57. The financial aid office staff is available to answer questions about the issue of satisfactory academic progress for financial aid.

Title IV Federal Aid Programs

1. **Federal Perkins Loan**—Students with exceptional need may be offered Perkins awards of \$500 to \$2,000 per academic year. Repayment begins nine months after a student drops below half-time status. The interest rate during the repayment period is five percent. Based upon total funds borrowed, the repayment period has a limit of 10 years.
2. **Federal Pell Grant**—Authorized under the Higher Education Amendments of 1972, eligible undergraduate students will receive a grant ranging from \$574 to \$5,645 in the 2013–2014 academic year. Eligibility is tied to the Expected Family Contribution (EFC), which is determined by an analysis of the FAFSA.
3. **Federal Supplemental Educational Opportunity Grant**—Under the Higher Education Act of 1965 and subsequent amendments, grant funds are available for the neediest students as determined by the EFC. Pell Grant recipients have first priority for these funds. Awards may range from \$100 to \$1,000.
4. **Federal Work-Study Program**—A number of job opportunities are filled by students who meet the provisions of the federally subsidized employment program. Employment is performed under conditions established by federal aid regulations.
5. **Federal Direct Loan**—If the analysis of the FAFSA determines that financial need exists the student is eligible for a Direct Subsidized Loan. If no financial need exists, the student is eligible for a Direct Unsubsidized Loan. The distinction between these categories is in regards to accrual of interest while the student is enrolled on at least a half-time basis.

For a Direct Subsidized Loan, the federal government covers interest while the student is enrolled at least half-time. For a Direct Unsubsidized Loan, the student borrower must make interest payments while in school or have payments capitalized. Maximum annual loan limits are \$5,500 for freshmen, \$6,500 for sophomores, and \$7,500 for juniors and seniors.

6. **Federal Direct Parent Loan to Undergraduate Students**—This program is designed to assist parents in borrowing money to pay for undergraduate educational expenses. To be eligible for a PLUS loan, the parent must be creditworthy. The maximum loan is the educational cost of attendance budget less financial aid awarded. Repayment begins within 60 days of final disbursement, unless the parent requests an in-school deferment. The fixed interest rate is 7.9 percent.

Complete information about the Title IV federal aid programs can be found online at studentaid.ed.gov.

Satisfactory Academic Progress

Students must meet the requirements specified below in order to receive Title IV federal aid.

Qualitative Measure—Students must have at least a 1.700 cumulative grade point average (GPA) by completion of their second semester and at least a 2.000 cumulative GPA by completion of their fourth semester. A minimum year-end 2.000 cumulative GPA must then be maintained until graduation.

Quantitative (Pace) Measure—Students must successfully complete at least 67 percent of the courses they attempt. Withdrawn (W) grades and transfer credits count as attempted hours for this purpose.

Maximum Time Frame—Students must not attempt more than 150 percent of the hours required for their degree program.

A student who does not meet the specified requirements may make an appeal for aid if extenuating circumstances existed. The financial aid committee rules on all satisfactory academic progress appeals.

Federal Aid—Return of Title IV Funds

While Bridgewater College has a refund policy for charges, outlined on page 54, a separate policy for federal aid exists as described in the “Return of Title IV Funds” regulations published by the U.S. Department of Education. The amount of aid earned is calculated on a pro rata basis through 60 percent of the payment period. The amount of unearned Title IV aid is then returned to various Title IV aid programs, including Federal Direct Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant and other Title IV programs. If the student has received any assistance from the Title IV funds in the order listed above, the return of funds will go to those specific programs in the order received. After 60 percent of the payment period (academic semester) has been completed, all Title IV funds have been earned and continue to be available for payment against institutional charges. It is possible for students whose accounts were paid in full at the start of a term to owe payment for the balance of charges after the return of Title IV funds is completed. The withdrawal date for use in this process can begin in several different ways. The standard procedure begins with the date that the student picks up a withdrawal form from the associate dean for academic affairs, or the date that the student orally or in writing provides an official notification to the institution of their intent to withdraw, can be the valid withdrawal date. If a student gives no official notification, Bridgewater College has the option of using the midpoint of the payment period or a withdrawal date documented with the student’s attendance at an academically related activity. Before a student takes any action to withdraw, it would be advantageous to learn the refund policy that the business office will use as well as the implications of any refund of Title IV funds. Any questions concerning this issue should be addressed to the financial aid office. All questions concerning final resolution of the account balance in the business office should be addressed to the vice president for finance.

Academic Scholarships

Freshmen

Eligibility for the following scholarships is based on cumulative high school GPA, class rank, SAT/ACT test scores and quality of high school curriculum. Annual renewal requires a minimum year-end GPA of 2.3 (C+) unless otherwise noted. Recipients receive the award for

a maximum of eight semesters (does not include summer school) toward the undergraduate degree.

1. **Achieving in a Community of Excellence (ACE) Scholarships**—variable stipends of \$16,000, \$18,500 and \$21,500 for 2013–2014.
2. **President's Merit Plus Award**—a full tuition scholarship awarded to no more than 10 resident freshmen. Annual renewal requires a year-end cumulative GPA of no less than 3.0.
3. **Church of the Brethren Scholarship**—awarded to eligible freshmen who are members of the Church of the Brethren. The stipend is \$2,500 for resident students and \$1,500 for commuter students.

Transfers

Eligibility for the following scholarships is based on credits earned and cumulative GPA for all college work. A minimum of 12 transferable credits and a 3.0 cumulative college GPA are required for ACE scholarship consideration. Annual renewal requires a minimum year-end GPA of 2.3.

1. **Achieving in a Community of Excellence (ACE) Scholarships**—variable stipends of \$9,000, \$11,000 and \$13,000 for 2013–2014.
2. **Church of the Brethren Scholarships**—awarded to eligible transfer students who are members of the Church of the Brethren. The stipend is \$2,500 for resident students and \$1,500 for commuter students.

Institutional Grants

1. **General Grant**—Need-based grant awarded to selected students who have demonstrated financial need based upon the analysis of their Free Application for Federal Student Aid (FAFSA).
2. **Transfer Grant**—\$4,000 grant awarded to transfer students (never attended Bridgewater College) with a minimum of 12 transferable credits earned after graduation from high school.
3. **Phi Theta Kappa Scholarship**—\$3,000 grant awarded to transfer students with membership in PTK from the community college system.
4. **Eagle Award**—\$9,500 or \$14,000 grant awarded to selected incoming freshmen who do not qualify for academic scholarships.

Commonwealth of Virginia Financial Aid

Virginia Tuition Assistance Grant—The amount of a Virginia Tuition Assistance Grant is determined by the Virginia General Assembly. During the 2013–2014 academic session, the maximum estimated value of this grant is \$3,100. To be eligible, the student must be a legal resident or domiciliary of Virginia and must be enrolled in at least 12 credit hours of work in each semester. The deadline to apply is July 31. An application form is available at bridgewater.edu/finaid.

Endowed Scholarships

Endowed scholarships are funded through gifts from interested alumni and friends, churches and the income of endowed funds. Each scholarship has select criteria and eligibility requirements associated with it. Currently, Bridgewater College has more than 200 endowed scholarships to award to eligible students.



COURSES *of* INSTRUCTION

Although there is variation by departments, freshman courses are generally numbered 100–199; sophomore courses 200–299; and junior and senior courses 300–499. Course numbers and descriptions listed herein apply to the 2013–2014 academic year.

Within each course title is a department abbreviation and course number followed by a number and one or more letters. The number designates the number of credits granted for the course, and the letters indicate when the course is offered: “F” stands for “Fall Semester,” “I” for “January Interterm” and “S” for “Spring Semester.” The College reserves the right to alter the schedule of courses as circumstances dictate.

Except for internships, independent studies, research, honors projects, interdisciplinary studies and foundational general education courses, the courses of instruction are organized by departments. Opportunities for qualified students to engage in internships, independent studies, research and honors projects are available in each department.

INTERDISCIPLINARY *and* INDEPENDENT STUDIES

PDP 150 Critical Inquiry in the Liberal Arts

3 Credits F, S

Taught in the style of a seminar: a small group of students learn critical thinking skills through discussion, debate, peer review and brainstorming. Content varies from section to section. Incoming students rank topic preferences and then are assigned to a section. Focuses specifically on two key areas of personal development: (1) intellectual growth is stimulated through systematic critical questioning, and (2) a sense of community involvement and responsibility is developed through classroom group work, collaborative learning and a class community engagement project. The course also contains success skill exercises and college orientation information, including an introduction to the portfolio program.

General education: core skills

PDP 350 Integrating the Liberal Arts

3 Credits F, S

Introduction to the academic community of Bridgewater College, the liberal arts and the skills of critical thinking and reflective writing specifically designed for transfer students. Explores the unique challenges of integrating into a liberal arts educational environment. Transfer students begin the process of documenting experiences and growth in the four dimensions of personal development: intellectual growth and discovery, citizenship and community responsibility, ethical and spiritual growth, and emotional maturation and physical health.

PDP 450 Senior Portfolio Evaluation

1 Credit F, S

The culminating experience for the Personal Development Portfolio program. Students create a senior portfolio, which demonstrates and documents their experiences and growth in the four dimensions of personal development, integrating both curricular and co-curricular experiences as well as service-learning experiences and discussing short- and long-term goals and aspirations for the future. A passing grade, as determined by faculty evaluators from a variety of disciplines, is a requirement for graduation.

IDS 100, 200, 300, 400 Course Linkage

1 Credit each F, S

Examination of the relationships and connections between two courses in different disciplines. Students complete a major paper or project that integrates concepts and themes of the two courses. One desiring to pursue a course linkage must submit a completed application at the time of registration.

Prerequisites: membership in Flory Fellowship of Scholars and approval of instructors of both courses

IDS 201 Leadership Development Seminar

3 Credits F

Designed to help students become better leaders. Students come to understand, develop and apply the knowledge, skills, attitudes and vision associated with effective, socially responsible leadership.

IDS 311, 312 Leadership Skills I, II

1 Credit each F, S

Provides the student with background information and practice opportunities for skills of leadership such as team building, goal setting, interpersonal communication, decision making and conflict resolution. Different sets of skills are developed in Leadership Skills I and Leadership Skills II.

Prerequisites: sophomore standing

IDS 470 Honors Capstone Seminar

3 Credits

Senior capstone experience for students in the Flory Fellowship of Scholars, emphasizing the nature of scholarly inquiry and the interdisciplinary, liberal arts experience.

Prerequisites: membership in Flory Fellowship of Scholars

480 Internship

3 Credits F, I, S

Provides an opportunity for a student to gain field experience in an area related to the student's concentration or career goals. Supervision of an intern is provided by an appropriate faculty member and by a staff member of the agency or business in which the student is an intern. A student who wishes to engage in an

internship must consult with the appropriate faculty member at least eight weeks in advance of the start of the term in which the internship is to be completed. A description of the internship, signed by the student and the faculty sponsor, must be filed with the director of internships by the first day of the semester prior to the start of the internship. Approval of each application for an internship is made by the director of internships based upon policies and guidelines as approved by the Council on Education and the faculty. To be considered for an internship, a student must have junior or senior status and at least a 2.00 grade point average. Internships are graded on an S or U basis. A student may enroll in an internship program for 3 credits per semester, and internship credit may be earned in subsequent semesters subject to the limitations that no more than two internships may be pursued in any one agency or business and a maximum of 9 credits in internships may be applied toward graduation.

490, 491 Independent Study/Research

3 Credits F, I, S

Upon approval of the department and the vice president and dean for academic affairs, a student with a cumulative grade point average of 2.20 or better may engage in an independent study or research project. One desiring to pursue independent study or research must submit a written description of the proposed work to the chair of the appropriate department and to the vice president and dean for academic affairs by the first day of the semester in which the study is to be conducted. At the end of the semester, the supervising professor files with the registrar a grade for the student and a description of the work accomplished. Credit may be received for not more than three independent studies or research projects.

499 Honors Project

3 Credits F, I, S

An honors project is one in which a student researches a subject, by examination of relevant literature or by experimentation or both; the student reports the results in an accurately documented and well-written paper or appropriate representation of the work. Whenever the study deals with the subject of an established course, the student is expected to go well beyond the usual work of the course in research and in assimilation of the results as revealed in the report. Juniors and seniors with a cumulative grade point average of 3.40 or above may register for an honors project. One desiring to pursue an honors project must submit a written description of his or her proposed work to the chair of the appropriate department and to the vice president and dean for academic affairs by the first day of the semester in which the study is to be conducted. At the conclusion of the honors project, the supervising professor files with the registrar a grade for the student and a description of the work accomplished, and with the library director a copy of the written paper or appropriate representation of the work. It is the student's responsibility to provide the materials for the library in compliance with specifications approved by the Council on Education. The library director arranges for binding and storage.

Dr. John S. Flory Fellowship of Scholars—see page 32.

ART

MAJORS

Art

MINORS

Art

The fundamental subject of all art courses is visual literacy—a heightened sense of what we see, how we see and how we use all this visual information. Vision is an infinitely rich source of information, pleasure and inspiration and a powerful channel of expression. Work in the visual arts is both creative and critical—about seeing, thinking, feeling and doing and about knowing, understanding and communicating.

The department of art offers introductory and advanced courses in the theory and practice of the visual arts offering studio courses in drawing, visual design, painting, sculpture, ceramics, photography and digital media as well as classroom-based courses dealing with the history and theory of art. All students, regardless of their major, are welcome in these courses, as visual art is for and about everyone.

Studio courses provide hands-on experience. Concepts and skills are understood and mastered by putting them into practice. Emphasizing critical as well as manual skills, studio courses teach students how to move from one medium, skill, idea or point of view to new ones. Students work in a number of different media acquiring a high level of competency from which they can experiment discovering their particular interests and points of view. Written assignments and research supporting the practical work in the studio are integral elements in all art courses. Field trips, visiting artists and demonstrations are incorporated into classes whenever possible to support effective and in-depth learning.

Art history courses trace and analyze the record of the visual arts from prehistory to the present. The study of art history combines the critical methodologies history with the physical and aesthetic qualities of painting, sculpture and architecture. The study of art history provides images and ideas through which all visual information can be understood. For all students, art history is an excellent means of considering history and society from a visual and cultural perspective.

ART MAJOR

Requires a bachelor of arts degree and consists of a minimum of 48 credit hours distributed as follows:

Foundation

Four courses (12 credits):

| | |
|-------------|---|
| ART 115 | Introduction to Sculpture |
| <i>-or-</i> | |
| ART 210 | Hand Built Ceramics I |
| ART 120 | Introduction to Visual Design |
| ART 130 | Introduction to Drawing and Pictorial Composition |
| ART 220 | Introduction to Digital Media |

Art History and Criticism

Three courses (9 credits):

| | |
|---------|--------------------------------|
| ART 200 | Survey of Art, Prehistory–1400 |
| ART 201 | Survey of Art, 1400–Present |
| ART 300 | Modern and Post-Modern Art |

Studio Focus

Any three additional studio art courses at the 300 or 400 level selected in consultation with faculty advisor to develop an in-depth study of a particular media or concept (9 credits)

Electives

Two additional art courses at any level selected in consultation with faculty advisor to develop breadth (6 credits)

Capstone

Four courses (12 credits):

| | |
|---------|---------------------------------|
| ART 450 | Concentration Studio |
| ART 451 | Senior Thesis Exhibition Studio |
| ART 460 | Senior Seminar |
| ART 461 | Professional Practices |

ART MINOR

21 credit hours distributed as follows:

Core Courses

Select two courses (6 credits):

| | |
|---------|---|
| ART 120 | Introduction to Visual Design |
| ART 130 | Introduction to Drawing and Pictorial Composition |
| ART 220 | Introduction to Digital Media |

Art History

Select one course (3 credits):

| | |
|---------|--|
| ART 200 | Survey of Art History, Prehistory–1400 |
| ART 201 | Survey of Art History, 1400–Present |
| ART 300 | Modern and Post-Modern Art |

Capstone

Select one course (3 credits):

| | |
|---------|------------------------|
| ART 460 | Senior Seminar |
| ART 461 | Professional Practices |

Electives

Select three additional art courses (9 credits)

COURSES

ART 100 Introduction to the Visual Arts 3 Credits I

A beginning exploration of the visual arts, addressing the field from both critical and practical points of view. The goal is to make the visual arts more accessible as sources of inspiration, knowledge and pleasure.

ART 115 Introduction to Sculpture 3 Credits S

Studio exploration of 3-D forms in various materials, including wood, clay, plaster and metals. Emphasis on process, technical skills in manipulating media and aesthetic concepts.

ART 120 Introduction to Visual Design 3 Credits F, S

Project-based studio course exploring the principles of visual design for fine and applied art fields—the vocabulary and structure of visual problem solving.

ART 130 Introduction to Drawing and Pictorial Composition 3 Credits F, S

Studio-based exploration of drawing from observation and drawing as a way of generating, testing and articulating visual ideas.

ART 200 Survey of Art History, Prehistory–1400 3 Credits F

Overview of the history of art from the mysterious cave paintings and carvings of the Paleolithic to the towering structures of Gothic cathedrals. Required for art majors and minors and highly recommended to other students as a visual approach to the study of history and society.

General education: fine arts

ART 201 Survey of Art History, 1400–Present 3 Credits S

Overview of the history of art from the Renaissance to the present. Required for art majors and minors and highly recommended for other students as a visual approach to the study of history and society.

General education: fine arts

ART 210 Hand Built Ceramics I (Replaces ART 310) 3 Credits S

Studio course working with clay to create functional and sculptural forms using coils, slabs and press molds.

ART 220 Introduction to Digital Media 3 Credits F, S

Studio foundation course in digital imaging strategies, creative problem solving and technical skills

including basic image generation, adjustment and manipulation using current software. An introduction to typographic and color theory.

ART 300 Modern and Post-Modern Art 3 Credits S

Critical study of the visual arts of the last 100 years with emphasis on understanding the implications of the concepts we know as modernism and postmodernism.

General education: fine arts

ART 305 Museums and Galleries 3 Credits I

Critical study of the visual arts understood through the institutions we call museums.

General education: fine arts

ART 307 Visual Arts of Spain 3 Credits I

Travel course exploring the visual arts and culture of Spain.

General education: Europe

ART 309 The Artist's Studio and Society 3 Credits I

Critical examination of where, why and how visual artists work. Considers the relationships between artists and the communities in which they live and work.

General education: fine arts

ART 310 Hand Built Ceramics II (Replaces ART 410) 3 Credits S

Continuation of ART 210 with emphasis on experimentation and personal expression.

Prerequisites: ART 210 or permission of department

ART 311 Wheel Thrown Ceramics I (Replaces ART 211) 3 Credits S

Studio introduction to the potter's wheel as a tool in the production of functional and sculptural clay forms.

ART 315 Kinetic Sculpture 3 Credits I

Studio exploration of sculptural forms that move. Projects include flip books, mobiles and sculptures propelled by wind, water and motors.

Prerequisites for majors: ART 120 or permission of department

ART 316 Metal Sculpture 3 Credits I

Studio exploration of solving and designing and personal expression in metal fabrication using arc welding, plasma cutting, oxy/acetylene welding and cutting, cold metal work, mechanical fastenings and MIG welding.

Prerequisites: ART 115 or permission of department

ART 322 Web Theory and Design 3 Credits S

Studio course in the practice of designing and constructing websites with emphasis on visual/textural, structural and technical elements related to public communication.

Prerequisites: ART 220

ART 323 Graphic Design 3 Credits S

Studio exploration of graphic design thinking—visual communication using image and text—and design process—creative thinking and problem-solving—using digital tools for print and screen media.

Prerequisites: ART 220

ART 328 Exploring the Book Arts 3 Credits I

Interdisciplinary studio course creating visual/verbal artists' books including experimental approaches to narrative and form. Students design, create and bind original artists' books.

ART 331 Collage and Assemblage 3 Credits I

Studio course exploring the use of found materials to make 2-D and 3-D visual art.

ART 332 Drawing Marathon 3 Credits I

Intensive studio course exploring the world around us via drawing with emphasis on the development of sensitive looking and the artist's individual creative visual voice.

ART 335 Painting and Color Composition (Replaces ART 135) 3 Credits S

Studio exploration of the materials and techniques of painting and advanced concepts and practical applications of color theory.

ART 344 Photography—Digital Capture/Digital Darkroom 3 Credits F, S

Image capture using digital cameras. Digital capture allows rapid and extensive image iteration, making it uniquely suited to emphasize student mastery of aesthetic and critical concepts like point of view framing, lighting and exploration of photo history/photo genre. Introduction to basic digital printing processes.

Prerequisites: ART 120 and 220

ART 346 Lighting Workshop for Photographers 3 Credits I

Exploration of concepts and skills related to studio lighting for portraits, objects and environments. Hot lights, strobe-based systems and on-camera flash are introduced along with concepts related to visual assessment of lighting and tone, contrast and color measurement and control. Special effects such as light painting are introduced.

Prerequisites: ART 220 or one photography course

ART 347 Videography 3 Credits S

Studio introduction to digital video using digital single-lens reflex cameras and advanced compact cameras with HD video capacity. Includes camera operation and controls, camera movements and support, lighting, sound and editing. Also explores content development, composition, narrative structure and storytelling in capture and editing phases, along with intersections among digital video and other digital media.

Prerequisites: ART 220

Alternate years: offered 2014–2015

ART 411 Wheel Thrown Ceramics II (Replaces ART 311) 3 Credits S

Continuation of ART 311, building more advanced forms including multiples, large-scale pieces and sculptural forms. Emphasis is on personal experimentation and expression through aesthetic forms and advanced instruction in materials and surface techniques.

Prerequisites: ART 311 or permission of department

ART 444 Advanced Photography—Digital Darkroom 3 Credits F

Advanced-level photography course using Photoshop as a digital darkroom for “straight” photography or as a tool for photographic manipulation and transformation. Emphasis on developing advanced visual and technical skills and conceptual photographing. Advanced digital capture and film scanning techniques. Culminates in a photographic portfolio representing individual directions.

Prerequisites: ART 344

ART 450 Concentration Studio 3 Credits F

Advanced studio course in which work is done independently under the direction of a faculty member with weekly group critiques and other instructional support as necessary.

Prerequisites: senior art majors or minors or permission of instructor

ART 451 Senior Thesis Exhibition Studio 3 Credits S

Senior studio course in which students plan and produce work which constitutes their Senior Thesis Exhibition.

Prerequisites: senior art majors or minors or permission of instructor

ART 460 Senior Seminar 3 Credits F

Reading, thinking and writing capstone course for the major or minor dealing with core concepts of the practice and study of the visual arts.

Prerequisites: senior art majors or minors or permission of instructor

ART 461 Professional Practices 3 Credits S

Practical preparation for the world of creative work beyond college. Deals with the business, ethics and law of art as well as designing and mounting senior exhibitions.

Prerequisites: senior art majors or minors or permission of instructor

ART 470 Special Topics

3 Credits F, S

Independent studio work as defined in a formal contract between the student and an art faculty member. The contract sets specific goals and parameters including the amount and kind of production required and dates for work sessions and critiques. Semester grades determined by a final critique with the entire department faculty. Permission of the department and a contract satisfactory to both the student and the supervising faculty member are required.

Prerequisites: permission of department chair

ART 480 Internship

3 Credits F, I, S

ART 490 Independent Study

3 Credits F, I, S

ART 491 Research

3 Credits F, I, S

ART 499 Honors Project

3 Credits F, I, S

BIOLOGY

MAJORS

Biology

MINORS

Biology

PRE-PROFESSIONAL PROGRAMS

Dentistry

Medicine

Veterinary Science

DUAL DEGREE PROGRAMS

Nursing—Vanderbilt University

Physical Therapy—Shenandoah University

The biology department is one of Bridgewater's largest, with nine full-time faculty and approximately 200 majors. The department, which occupies all of the first floor of the McKinney Center for Science and Mathematics, contains six major teaching laboratories, six mini-labs for faculty and student research, along with offices and classrooms. The biology department offers introductory and advanced courses that prepare majors either for immediate employment or post-baccalaureate studies at graduate or professional schools. All Bridgewater students must take at least one biology course; many take two or three.

The biology department provides excellent preparation for students seeking entry into graduate or professional programs (medical, dentistry, veterinary, physician's assistant, nursing, physical therapy). These programs prepare interested students for graduate and professional work in selected areas.

Rapidly expanding knowledge in cell biology, molecular genetics and ecology assures bright futures for well-prepared biologists. With a baccalaureate degree, recent graduates have gained employment as life science teachers; laboratory technicians in industry, allied health, and government; environmental and conservation professionals; health officers; caseworkers; naturalists; and pharmaceutical salespersons. With graduate or professional degrees, Bridgewater alumni have become successful physicians, research scientists, veterinarians, medical technologists,

environmental lawyers, dentists, physical therapists, genetic counselors and forestry and wildlife specialists.

BIOLOGY MAJOR

Consists of a minimum of 44 credit hours of courses in biology, chemistry and mathematics. The following courses are required (38 credits):

| | |
|----------|-------------------------------|
| BIOL 110 | Principles of Biology I |
| BIOL 111 | Principles of Biology II |
| BIOL 309 | Genetics |
| BIOL 311 | Animal Physiology |
| -or- | |
| BIOL 314 | Human Physiology |
| BIOL 325 | Molecular Biology of the Cell |
| BIOL 350 | Ecology |
| BIOL 430 | Evolution |
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| MATH 130 | Survey of Calculus |

The remaining 6 credits must come from BIOL courses numbered 300 or higher.

Note that only 3 credits may come from BIOL 460, 490, 491 or 499 and Internship (BIOL 480) cannot be used to meet this requirement.

Majors preparing for graduate study, professional programs or teaching will require additional coursework in organic chemistry, biochemistry and/or physics in order to qualify for entry.

BIOLOGY MINOR

Consists of 31 credit hours including the following courses:

| | |
|----------|-------------------------------|
| BIOL 110 | Principles of Biology I |
| BIOL 111 | Principles of Biology II |
| BIOL 309 | Genetics |
| BIOL 325 | Molecular Biology of the Cell |
| BIOL 350 | Ecology |
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| MATH 130 | Survey of Calculus |

TEACHER CERTIFICATION

Teacher certification for biology consists of completing the major requirements for biology, satisfactory performance on the biology PRAXIS II exam, and completing at least one semester of organic chemistry, chosen from the following:

| | |
|----------|-------------------------------|
| CHEM 250 | Fundamental Organic Chemistry |
| -or- | |
| CHEM 305 | Organic Chemistry I |

Students are also encouraged to consider earning certification in earth science due to the high demand for teachers in this area. This can be accomplished with satisfactory performance on the earth science PRAXIS II exam and interested students are encouraged to take CHEM 102 or GEOL 130 as preparation. Refer to the education department listing for additional certification requirements.

ARTICULATION PROGRAMS

The department has pursued articulation programs with other institutions in other fields as well. These

include **veterinary science** with Virginia Tech, **physical therapy** with Shenandoah University, and **nursing** with Vanderbilt University. The department also articulates mentored internships with numerous local and regional governmental agencies, clinics, industries and research labs. Biology majors have interned with the Virginia Commission of Game and Inland Fisheries, the Wildlife Center of Virginia, the Virginia Department of Environmental Quality, West Virginia State University research labs, local hospitals, industries and veterinary clinics.

COURSES

BIOL 100 The Nature of the Biological World

4 Credits F, S

Survey of the discipline of biology designed for the non-major. Content varies with the expertise of the instructor, but all sections focus on the relevance/importance of biology in everyday life. Laboratory focuses on understanding science as a process and includes an independent research project with oral presentation. Three lectures and one lab per week.

General education: natural science

BIOL 101 Environmental Biology

4 Credits F, S

Introduces basic biological concepts and applies them to help students understand the causes and solutions of environmental problems. Addresses a wide variety of environmental issues including biodiversity loss, the effects of pollution on organisms and ecosystems, and global climate change. Special emphasis given to help students understand how scientific knowledge is developed and scientific information can be found, interpreted and applied by society. Three lectures and one lab per week.

General education: natural science

BIOL 102 Research Experience in Biology

3 Credits I

Helps freshman and sophomore biology and environmental science majors understand how scientists learn about the natural world. A hands-on introduction to the scientific method and the philosophy of science. Students engage in a variety of lab-based activities inside and outside the classroom that introduces them to basic biological techniques. Students develop key skills such as critical thinking, experimental design, data graphing, interpretation and analysis.

Prerequisites: BIOL 100, 101 or 110

BIOL 110 Principles of Biology I

4 Credits F, S

Introduction to the biological sciences covering biological chemistry, cell structure and function, genetics and microevolution (natural selection, genetic drift, etc.). Intended for biology and environmental science majors. Three lectures and one lab per week.

General education: natural science

BIOL 111 Principles of Biology II

4 Credits F, S

Introduction to the biological sciences covering macroevolution (systematic, taxonomy, phylogenetics), ecology and biodiversity. Intended for biology and environmental science majors. Three lectures and one lab per week.

Prerequisites: BIOL 110

General education: natural science

BIOL 112 Human Biology

4 Credits F, S

Introduction to the structure, function and organization of the human body and the scientific method. Topics include chemistry and cell structure, anatomy and physiology, genetics, and evolution. Intended for athletic training, health and exercise science, and nutrition and wellness majors. Three lectures and one lab per week.

General education: natural science

BIOL 115 Biology of Human Diversity and Pseudoscience of Racism

3 Credits I

Human populations throughout the world differ in their physical appearance, behavior, customs, lifestyles, etc. Students learn about the biological basis of human homogeneity and diversity, and critically examine

the construct of race as a sanctioned method of classifying human species into different groups. Consideration of biological principles that define species and subgroups, and discussion of key differences between early and modern techniques that biologists use to classify organisms. Case studies and examples from geographic locations around the world address some of the enormous social implications (health care, education, law enforcement) of using faulty science to group human beings into distinct racial categories.

Prerequisites: BIOL 100, 101, 110 or 112

General education: global diversity

Alternate years: offered 2014–2015

BIOL 120 What's Down with Stormwater Runoff

3 Credits I

Introduction to the effects of stormwater runoff on watersheds (such as the Chesapeake Bay), with the goal of increasing awareness of students as citizens to their surroundings in terms of local and broader urban and natural environments. Current stormwater management practices and their effectiveness, as well as regulatory efforts, are discussed to answer the question: "Is there a fair way to balance industrial, commercial and residential development with environmental protection?" Presentations and field assignments focus on increasing abilities to make thoughtful observations of the outside world and increasing understanding of local practices and impacts on the health of watersheds.

BIOL 130 Evolutionary Biology

3 Credits I

Introduction to biological evolution intended for non-majors. As a central concept in and the major unifying theme of biology, understanding evolution is important to everyone for comprehending the implications of new research in fields such as human medicine, global climate change and conservation of endangered species. Additionally, biological evolution is frequently in the public eye as a result of challenges to its validity by proponents of creation. This course discusses the historical development of the theory, the evidence that supports evolution and the processes of evolution. Other topics may be covered based on student interest and may include human evolution, the fossil record, speciation and the origin of life.

Prerequisites: BIOL 100, 101 or permission of instructor

Alternate years: offered 2013–2014

Credit may not be received for both BIOL 130 and 430

BIOL 210 Hijacking Genes

3 Credits I

Exploration of promises, applications and expectations of modern molecular biology, including movement of genes among species, DNA in criminology, and advances that might make us free of disease and hunger.

Prerequisites: BIOL 100, 101, 110 or 112, or permission of instructor

Credit may not be received for both BIOL 210 and 309 or 325

BIOL 216 Human Genetics

3 Credits I

Application of genetics to the human population including familial genetics, cytogenetics, population genetics, medical genetics, genetic counseling, pedigree analysis, the human genome, bioinformatics, DNA fingerprinting, gene therapy and therapeutic cloning. The latest advances in this dynamic field are explored.

Prerequisites: BIOL 100, 101, 110 or 112

Credit may not be received for both BIOL 216 and 309 or 325

Alternate years: offered 2014–2015

BIOL 220 Wildlife of Virginia

3 Credits I

Biology, systematics and natural history of wildlife species native to the Central Appalachians. Emphasis on birds and mammals having historical, economic, aesthetic and/or recreational value.

Prerequisites: BIOL 100, 101, 110 or 112

BIOL 230 Environmental Science Sustaining the Earth

3 Credits I

Basic concepts of environmental science including human impact on the natural world and potential solutions to the major environmental challenges facing individuals and societies.

Prerequisites: BIOL 100, 101, 110 or 112, or permission of instructor

BIOL 240 Economic Botany

3 Credits I

Plants are so pervasive in the lives of people that we take them for granted. From plants we derive

everything from building materials, food, drugs, coal (fossil plants), clothing and even the oxygen we breathe. Examines how we use (and often abuse) plants in everyday life, how we are trying to mass produce crops in the face of exponential human population growth, and the impact of the loss of biodiversity as we manipulate our environment.

Prerequisites: BIOL 100, 101, 110 or 112

Alternate years: offered 2013–2014

BIOL 253 Travel Course in Tropical Ecology

3 Credits I

A travel course that introduces the ecology of various tropical destinations outside the United States. Tropical habitats may include wetlands, seasonally dry forests, lowland wet forests and cloud forests. Topics include an examination of climate factors and seasonality, as well as the biotic processes (including competition, predation and symbiotic interactions) that structure terrestrial and marine ecological communities in the tropics. In the field students observe important plants and animals and understanding the biological processes that affect tropical ecosystems. Students also discuss tropical ecotourism, conservation and management of tropical forests. While on campus students prepare for the trip with a few pre-departure meetings and discuss and reflect upon what they did in the destination during several post-trip meetings. The destination for a given year is announced in advance.

Prerequisites: BIOL 100, 101, 110 or 112

BIOL 256 Conservation Biology of Florida (Cross-listed as ENVR 256)

3 Credits I

Due to its location, geology and climate, Florida supports a variety of unique species and ecosystems. It also supports rapidly growing human populations and diverse economic activities. This course provides an overview of environmental and conservation issues that have arisen as human activity has increased (including water quality, decline of biodiversity, invasive species, and wetland loss and restoration). The class travels to Florida where they learn about environmental and conservation problems and solutions. Students examine the science as well as the economic, political and social aspects of the issues.

Prerequisites: BIOL 100, 101 or 110, or permission of instructor

BIOL 257 Marine Ecology

3 Credits I

Field-based introduction to the biology and ecology of marine organisms and their habitats. Students learn about 1) the ocean as an environment, 2) the characteristics of organisms living in and near the ocean with a focus on marine invertebrates and fishes, and 3) ecological principles that govern the distribution and abundance of those organisms. A major focus is on the ecology of tropical marine ecosystems. Thus, students spend much of their time in the water investigating ecosystems such as mangrove estuaries, sea grass beds and coral reefs. Applied aspects of marine ecology including human impacts, managements, conservation, fisheries and tourism are included throughout the course. There is also time to explore terrestrial tropical ecosystems, such as freshwater mangrove forests and tropical forests, and cultural markets or archaeological ruins, depending on the field site. Potential locations for the course include Belize, Florida, Bermuda or other marine education centers located on islands such as Little Cayman in the Caribbean.

Prerequisites: BIOL 100, 101, 110 or 112, or permission of instructor

BIOL 259 Travel Course in Natural History

3 Credits I

Explores the biology, geology, climate and natural history of geographic regions outside the Shenandoah Valley. Students examine the ecosystems, flora/fauna and conservation issues of the destination. This is a field course requiring travel, typically in Interterm. In the past the course has traveled to South Africa.

Prerequisites: BIOL 100, 101, 110 or 112

BIOL 301 Principles of Environmental Science (Cross-listed as ENVR 301)

4 Credits F

Exploration of basic biological, chemical, geological and physical processes at work on the earth, its lifeforms and its natural resources. The extent of human impact and the need for global awareness are emphasized, along with the need for application of rapidly expanding knowledge and technology toward solution of environmental problems. Three lectures and one lab per week.

Prerequisites: BIOL 110 and 111, or CHEM 161 and 162, or permission of instructor

BIOL 302 Medical Terminology

3 Credits I

For students intending to enter the health professions. Discussion of basic medical terms, their meanings

and etymologies, along with rules for combining prefixes and suffixes. Correct pronunciation and spelling are stressed. Class activities include daily terminology drills, case study presentations, literature analysis, weekly test, Internet exercises and a research paper.

Prerequisites: BIOL 305 or permission of instructor

Alternate years: offered 2013–2014

BIOL 305 Introduction to Human Anatomy

4 Credits F, S

Introduction to the structure and function of the human body, examining the skeletal, muscular, circulatory, nervous, digestive, respiratory, urinary and reproductive systems. Lecture focuses on topics of physiology/function, histology, and their relation to anatomical structure, while the lab focuses on descriptive anatomy. Three lectures and one lab per week.

Prerequisites: BIOL 110 or 112, or permission of instructor

BIOL 308 Domestic Animal Nutrition

3 Credits I

Introduction to nutrition and digestion in domestic animals, designed primarily for students in the pre-veterinary program. Topics include major nutrient classes and their functions in the body, feed classification and chemical analysis, feed processing and nutrient requirements.

Prerequisites: BIOL 111

Alternate years: offered 2013–2014

BIOL 309 Genetics

4 Credits F

Introduction to both classical, Mendelian inheritance and molecular genetics with one lab per week.

Prerequisites: BIOL 111; CHEM 161 recommended

Credit may not be received for both BIOL 210 and 309 or BIOL 216 and 309

BIOL 310 Histology

4 Credits S

A systematic treatment of the microscopic structure of tissues and organs surveying the major organ systems of the body with a focus on cellular anatomy and physiology. Three lectures and one lab per week.

Prerequisites: BIOL 110 or 112; BIOL 305 or 314 recommended

Alternate years: offered 2013–2014

BIOL 311 Animal Physiology

4 Credits F

Introduction to the basic physical and chemical functions necessary for animal life. Topics include basic physiological functions (membrane physiology, action potential generation/propagation, muscle contraction) and complex physiological activities (osmoregulation and water balance, thermoregulation, metabolism, neurophysiology, neural and endocrine control of organ systems and behavior) in both invertebrate and vertebrate animals. Three lectures and one lab per week.

Prerequisites: BIOL 111

Credit may not be received for both BIOL 311 and 314

BIOL 312 Forest and Wildlife Resource Management (Cross-listed as ENVR 312)

4 Credits F

Ecology and management of forest lands and their animal populations, including principles and policy in support of diverse goals such as preservation of wilderness, management for harvest, parks and recreation, and habitat recovery. Effects of geology, soils, water and climate on habitat quality and management implications. Three lectures and one lab per week.

Prerequisites: BIOL 111 or permission of instructor

BIOL 314 Human Physiology

4 Credits F, S

Introduction to the physiology of the human body including the physiology of enzymes and membranes, tissue physiology (nervous, muscular) and a detailed survey of the physiology of the major organ systems. Three lectures and one lab per week.

Prerequisites: BIOL 111; or BIOL 112 and 305

Credit may not be received for both BIOL 311 and 314

BIOL 315 Neurophysiology (Cross-listed as PSY 315)

3 Credits F

Interdisciplinary introduction to the function of the central nervous system. Basic principles of neuroscience including neuronal anatomy, electrical properties of neurons and cell biology of neurotransmitter

release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.

Prerequisites: PSY 101 and 210, or BIOL 110 or 112, or permission of instructor

BIOL 316 Ornithology: The Biology of Birds

4 Credits S

Explores the anatomy, physiology, ecology and behaviors that have produced an extraordinary biodiversity of bird species. The major groups of modern birds are introduced, and their origin and ecology are examined. Students learn to recognize local species in the field and examine them in the lab using the ornithology collections. Suitable for both biology majors and non-majors.

Prerequisites: BIOL 100, 110 or 112

Alternate years: offered 2014–2015

BIOL 317 Biology of Mind (Cross-listed as PSY 317)

3 Credits S

Examination of the contribution of neuroscience techniques to the understanding of sensation/perception, attention, learning, memory, language and consciousness. Lectures and papers involve an analysis of the interdisciplinary methods such as functional neuroimaging, electrophysiological methods and the neurological impairments of brain-damaged patients.

Prerequisites: PSY 101 and 210 or BIOL 110 or 112 or permission of instructor

BIOL 318 Biology of the Insects

4 Credits F

Introduction to entomology, emphasizing the biology of insects along with their positive and negative interactions with humans. Field and laboratory studies stress insect systematics, life cycles, natural history, adaptive physiology and parasitic relationships. Three lectures and one lab per week.

Prerequisites: BIOL 111 or permission of instructor

BIOL 319 Functional Neuroanatomy (Cross-listed as PSY 319)

3 Credits F

Comprehensive analysis of the organization of vertebrate nervous systems approached from a structural perspective with emphasis on the human central nervous system. Principles of organization are stressed. Laboratory component introduces students to neuroanatomical and neurohistological methods and techniques. Both the gross and fine microscopic anatomy of the nervous system are studied.

Prerequisites: PSY 101 and 210 or BIOL 110 or 112 or permission of instructor

BIOL 320 Developmental Biology

3 Credits I

Introduction to developmental biology with a focus on its fundamental aspects: embryogenesis, growth, cellular differentiation and morphogenesis. The study of theory is supplemented with hands-on observations of early development in animal embryos (salamander and/or mouse, or other animals). We also consider the impact of recent advances in developmental biology on our society by exploring the ethical, moral and religious implications, as well as the legal issues that inevitably arise from work in this field.

Prerequisites: BIOL 111 and one additional BIOL course numbered 200 or above

Alternate years: offered 2013–2014

BIOL 325 Molecular Biology of the Cell

4 Credits S

The molecular basis of cell structure and function. Topics include the chemistry, architecture and analysis of macromolecules, overview of thermodynamics and metabolism, enzymology, genetic processes and controls, recombinant DNA technology and cell signaling mechanisms. Three lectures and one lab per week.

Prerequisites: BIOL 309

BIOL 330 Biostatistics

3 Credits S

Introduction to fundamental statistical methods for biology students. Topics include descriptive statistics, experimental design and hypothesis testing. Material includes basic parametric and non-parametric statistical methods preparing students to analyze experiments testing multiple factors and multiple treatment groups. Two lectures and one lab per week.

Prerequisites: BIOL 111 and MATH 110

Alternate years: offered 2014–2015

BIOL 335 Summer Flora

4 Credits Sum

Survey of the vascular flora of the Shenandoah Valley and surrounding mountain areas. Field-based course that introduces students to the identification of plants in the field of their ecology. Plant collection and specimen preservation are also included.

Prerequisites: BIOL 111

BIOL 350 Ecology

4 Credits F

Analysis of the distribution and abundance of organisms, population growth and regulation, and species interactions, as well as community and ecosystem processes. Three lectures and one lab per week.

Prerequisites: BIOL 111 and MATH 130

BIOL 354 Winter Ecology

3 Credits I

Field-based study of what effects winter temperatures have on local flora and fauna and how they cope during these cold months. The potential impact of global warming on these seasonally dependent systems is addressed. Students learn how to identify plants in their winter state and make observations of what animals are active.

Prerequisites: BIOL 111

Alternate years: offered 2014–2015

BIOL 365 Field Biology and Natural History (Cross-listed as ENVR 365)

4 Credits Sum

Field-based course providing a broad overview of techniques and concepts involved in field biology (especially ecology) including basic scientific method and a variety of sampling techniques. Course content also has a strong emphasis on basic natural history as students learn about and experience a wide variety of organisms (e.g. plant, fungi, insects, fish, amphibians and mammals), ecosystems (e.g. forests, grasslands, wetlands, ponds and streams) and ecological interactions. Students also discuss techniques for interpreting/teaching these biological concepts to others.

Prerequisites: BIOL 111 or permission of instructor

BIOL 375 Applied Neuropsychology (Cross-listed as PSY 375)

3 Credits S

Multidisciplinary course in neuroscience, with clinical ties to neurology, psychiatry and psychology, as well as basic scientific links to biology, computer science and cognitive studies. Examines how the structure and function of the brain relate to specific cognitive processes and overt behaviors through the use of neuropsychological testing methods. Topics include orientation, learning and memory, intelligence, language, visuoception and executive functioning. The administration, scoring and interpretation of various neuropsychological measures are discussed.

Prerequisites: PSY 220 or MATH 200 or SOC 350 and PSY 210 or PSY 315, 317 or 319 or BIOL 110 or 112, or permission of instructor

BIOL 400 Microbiology

4 Credits F

Introductory survey of microbiology with an emphasis on bacteriology. The lecture component covers the structure, nutrition, metabolism and genetics of microbes, medical microbiology, diagnostic techniques, microbial ecology and industrial microbiology. The lab component includes biological safety, microscopy, culture techniques, media, staining, identification of unknown bacteria and an independent research project. Two lectures and two labs per week.

Prerequisites: BIOL 325 or permission of instructor

BIOL 401 Environmental Microbiology (Cross-listed as ENVR 401)

4 Credits F

Exploration of how microorganisms interact with their environment and the implications of these interactions for humans. Specific topics include antibiotic resistance; biodegradation; biodiversity; biofuels; bioremediation; extreme environments; geochemical cycles; methods for sampling; culture and analysis of environmental microorganisms; microbiology of air, water and soil; environmental pathogens; and microbiological treatment of sewage and water. Three lectures and one lab per week.

Prerequisites: BIOL 325 or ENVR/CHEM 320

Alternate years: offered 2014–2015

BIOL 402 Conservation Biology (Cross-listed as ENVR 402) 4 Credits S

Survey of the methods used by the public and private sectors to manage the environment and natural resources. Primary emphasis on restoration ecology and conservation biology. Other topics addressed include environmental engineering (e.g. green chemistry and design of pollution control devices), economic considerations in conservation (e.g. conservation land easements and ecotourism), and government regulation. The lab provides students with experience applying standard methods of monitoring biological resources. The lab also provides an opportunity for students to hear talks from environmental experts and to travel to local sites where management activities are occurring.

Prerequisites: BIOL 111 or permission of instructor

Alternate years: offered 2014–2015

BIOL 403 Pathogenic Microbiology 4 Credits F

Exploration of major human pathogens, including viruses, bacteria, fungi, protozoa and helminths. Topics include host-parasite interactions, host defenses, pathogenic mechanisms, control of microorganisms, diagnosis and identification of infectious agents, antibiotic therapy, disease transmission and epidemiology. Class activities include discussion of medical case studies, literature analysis, identification of unknowns and field trips. Three lectures and one lab per week.

Prerequisites: BIOL 325 or permission of instructor; BIOL 400 strongly recommended

Alternate years: offered 2013–2014

BIOL 405 Biochemistry (Cross-listed as CHEM 405) 4 Credits S

Introduction to protein structure, enzymes, and kinetics, along with a survey of the metabolism of carbohydrates, proteins, lipids and nucleic acids. Three lectures and one lab per week.

Prerequisites: BIOL 325 and CHEM 306 or 310 or concurrent enrollment in CHEM 306 with permission of instructor

Alternate years: offered 2013–2014

BIOL 410 Immunology 4 Credits S

Development of immune responses through humoral and cell-mediated mechanisms transplantation and tumor immunology, hypersensitivity reactions, autoimmunity and serology. Three lectures and one lab per week.

Prerequisites: BIOL 325 or permission of instructor

Alternate years: offered 2014–2015

BIOL 411 Advanced Human Anatomy 3 Credits I

Expands on several topics introduced in BIOL 305. Lecture explores how clinical tests and drug therapies are used to evaluate medical conditions associated with the cardiovascular, respiratory, urinary and nervous systems while the lab provides students with a more in-depth examination of skeletal and muscular anatomy.

Prerequisites: BIOL 305

BIOL 412 Comparative Vertebrate Anatomy 4 Credits S

Comparative study of the major organ systems in vertebrate animals. Lectures examine topics such as the origin and adaptive evolution of vertebrate anatomy and the systematic relationships between vertebrate groups. The lab provides a detailed examination of vertebrate anatomy. Two lectures and two labs per week.

Prerequisites: BIOL 111

Alternate years: offered 2013–2014

BIOL 420 Plant Taxonomy 4 Credits S

Broad survey of the diversity and classification of vascular plants. Students learn to recognize common and important plant families as well as learn to identify local taxa. Traditional and modern methods of taxonomy and systematics are presented.

Prerequisites: BIOL 111

Alternate years: offered 2014–2015

BIOL 422 Biogeography

3 Credits S

Introduces the current and historical distributions of organisms in relation to all aspects of geography including climate, altitude, latitude, soils, etc. and how those distributions have changed over time. Combines information from physiology, ecology and evolution. Field trips taken to illustrate local biogeographic patterns.

Prerequisites: BIOL 111; BIOL 350 recommended

Alternate years: offered 2014–2015

BIOL 425 Neuroscience Methods (Cross-listed as PSY 425)

4 Credits S

Lecture and laboratory course exposing students to a variety of research techniques employed by neuroscientists including behavioral and cognitive procedures for measuring reward, memory, attention and emotion; neuroanatomical procedures for staining and examining brain tissues; physiological procedures for recording the electrical activity of nerve cells, as well as commonly used techniques used to explore brain-behavior relationships (EEG, lesions, electrical and chemical stimulation).

Prerequisites: PSY 315, 317 or 319 and CHEM 125 or higher or permission of instructor

BIOL 430 Evolution

3 Credits S

Examination of the mechanisms of biological evolution including mutation, natural selection, genetic drift, nonrandom mating, the genetic structure of species populations, the origin of new species and DNA evidence regarding relationships among species and higher taxa.

Prerequisites: BIOL 325 and 350

BIOL 433 Biology and Management of Fishes (Cross-listed as ENVR 433)

4 Credits S

Survey of diversity of fish (with an emphasis on freshwater fish of North America). Topics include taxonomy, anatomy, physiology, behavior and ecology. Special emphasis on management of fish populations and diversity in the face of environmental threats including pollution, habitat alteration, overharvest and invasive species. Lab includes basic ecology and behavior but focuses heavily on common fisheries' techniques.

Prerequisites: BIOL/ENVR 301 or BIOL 350 or permission of instructor

Alternate years: offered 2013–2014

BIOL 435 Freshwater Ecology (Cross-listed as ENVR 435)

4 Credits F

Introduction to aquatic ecosystems (lakes, ponds, streams and wetlands). Students learn about the major chemical and physical processes that determine the function of freshwater systems. Students are introduced to the major groups of aquatic organisms (algae, vascular plants, invertebrates, fish and amphibians). Strong emphasis on the impacts that humans have on freshwater systems. The lab introduces the basic skills necessary for the study and management of fresh waters.

Prerequisites: BIOL/ENVR 301 or BIOL 350 or permission of instructor

Alternate years: offered 2013–2014

BIOL 440 Animal Behavior

4 Credits S

Introduction to the theoretical framework and the methodology of animal behavior research. Students examine the causation, development, current function and evolutionary history of behavior of invertebrates and vertebrates. Integrates concepts and principles from multiple disciplines to understand behaviors such as foraging and predation, mating systems, communication, parental care, social hierarchies and territoriality. Students also review the history of the field of animal behavior and the contributions that animal behavior research can make to applied disciplines such as environmental conservation, biomedical research and human psychology.

Prerequisites: any one of the following: BIOL 311, 314, or 350, PSY 210, or permission of instructor

Alternate years: offered 2014–2015

BIOL 460 Special Topics

3 Credits F, I, S

Studies from the areas of physiology, genetics, ecology, plant systematics, plant anatomy or plant physiology, and invertebrate zoology or entomology.

Prerequisites: permission of department

Offered on demand

| | | | |
|-----------------|--------------------------|-----------|---------|
| BIOL 480 | Internship | 3 Credits | F, I, S |
| BIOL 490 | Independent Study | 3 Credits | F, I, S |
| BIOL 491 | Research | 3 Credits | F, I, S |
| BIOL 499 | Honors Project | 3 Credits | F, I, S |

CHEMISTRY

MAJORS

Applied Chemistry
Chemistry

MINORS

Applied Chemistry
Physical Chemistry

PRE-PROFESSIONAL PROGRAMS

Pharmacy

The chemistry department provides a solid foundation in the basic areas of chemistry (analytical, organic, inorganic, physical and biochemical) for a student preparing for graduate school, a laboratory career or a professional school. Chemistry students have numerous opportunities for research, culminating in the senior research project. Seniors often have the opportunity to present their research at the undergraduate research symposium sponsored by the Virginia Section of the American Chemical Society.

The departmental curriculum is intended to foster an increasing sense of independence in the student. Students build a firm understanding of chemical principles in general chemistry (first year) and organic chemistry (second year). In the junior and senior years, students take classes from each member of the department who specialize in different areas of chemistry, resulting in chemistry graduates who are well-prepared for graduate school or an industrial career in the sciences.

The pre-professional program in pharmacy is designed for students who may be interested in attending pharmacy school after graduation. Students complete a rigorous schedule of chemistry, biology and general education courses in order to satisfy the requirements of various pharmacy schools. Students generally apply to pharmacy schools after their third or fourth year at Bridgewater. Interested students should contact the chemistry department chair.

CHEMISTRY MAJOR

The following courses are required:

- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- CHEM 305 Organic Chemistry I
- CHEM 310 Organic Chemistry and Spectroscopy
- CHEM 370 Advanced Inorganic Chemistry
- CHEM 380 Instrumental Analysis
- CHEM 415 Physical Chemistry for the Life Sciences

| | |
|----------|---|
| CHEM 427 | Physical Chemistry of Solutions with Laboratory |
| CHEM 451 | Advanced Chemical Techniques I |
| CHEM 452 | Advanced Chemical Techniques II |
| MATH 131 | Calculus I |
| MATH 132 | Calculus II |
| PHYS 221 | General Physics I |
| PHYS 222 | General Physics II |

And one additional CHEM course numbered 350 or above except CHEM 405

APPLIED CHEMISTRY MAJOR

Consists of 41 credit hours including the following courses:

| | |
|----------|--|
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| CHEM 305 | Organic Chemistry I |
| CHEM 310 | Organic Chemistry and Spectroscopy |
| CHEM 315 | Fundamentals of Biochemistry |
| -or- | |
| CHEM 405 | Biochemistry |
| CHEM 320 | Environmental Chemistry |
| CHEM 370 | Advanced Inorganic Chemistry |
| CHEM 380 | Instrumental Analysis |
| CHEM 415 | Physical Chemistry for the Life Sciences |
| MATH 130 | Survey Calculus |
| -or- | |
| MATH 131 | Calculus I |
| MATH 200 | Introduction to Statistics |

Strongly recommended courses for either major are:

| | |
|----------|--------------------------|
| BIOL 110 | Principles of Biology I |
| BIOL 111 | Principles of Biology II |

Students wishing to pursue further study in chemistry are encouraged to take additional courses in biology, physics, mathematics, computer science and foreign language (preferably German or French).

APPLIED CHEMISTRY MINOR

Consists of 28–32 credit hours including the following courses:

| | |
|----------|------------------------------------|
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| CHEM 305 | Organic Chemistry I |
| CHEM 306 | Organic Chemistry II |
| -or- | |
| CHEM 310 | Organic Chemistry and Spectroscopy |
| MATH 130 | Survey Calculus |
| -or- | |
| MATH 131 | Calculus I |

And three courses from the following:

| | |
|----------|--|
| CHEM 315 | Fundamentals of Biochemistry |
| -or- | |
| CHEM 405 | Biochemistry |
| CHEM 320 | Environmental Chemistry |
| CHEM 360 | Advanced Organic Chemistry |
| CHEM 370 | Advanced Inorganic Chemistry |
| CHEM 380 | Instrumental Analysis |
| CHEM 415 | Physical Chemistry for the Life Sciences |

PHYSICAL CHEMISTRY MINOR

Consists of 32 credit hours including the following courses:

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|----------|--|
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| CHEM 305 | Organic Chemistry I |
| CHEM 415 | Physical Chemistry for the Life Sciences |
| CHEM 425 | Physical Chemistry of Solutions |
| MATH 131 | Calculus I |
| MATH 132 | Calculus II |
| PHYS 221 | General Physics I |
| PHYS 222 | General Physics II |

GENERAL EDUCATION REQUIREMENT

The following courses satisfy Bridgewater College's general education requirement for physical science:

| | |
|----------|---|
| CHEM 102 | Earth and its Physical Resource (for students majoring in a non-science area) |
| CHEM 125 | Fundamentals of Inorganic Chemistry (for nutrition and wellness majors) |
| CHEM 161 | General Chemistry (for science majors) |
| GEOL 130 | Physical Geology (for students majoring in a non-science area) |

Majors in any non-science department can take and benefit from:

| | |
|----------|-------------------------------------|
| CHEM 125 | Fundamentals of Inorganic Chemistry |
| -or- | |
| CHEM 161 | General Chemistry |

CHEMISTRY COURSE PREREQUISITES

MATH 109 or 110 is a prerequisite for CHEM 125.

MATH 110 is a prerequisite for any CHEM course numbered above 125.

MATH 130 or 131 is a prerequisite for all CHEM courses numbered 350 or above.

MATH 132 is a prerequisite for all CHEM courses numbered 420 or above.

COURSES

CHEM 100 Murder They Wrote

3 Credits I

Examination of various poisons both from a historical perspective and how they have been depicted in literature and movies.

CHEM 102 The Earth and its Physical Resources

4 Credits F, S

The history of the earth and its place in the universe, geologic processes, environmental problems and weather. Three hours of lecture and one two-hour lab per week. Some trips are taken during lab.

General education: natural science

CHEM 110 Introduction to Medicinal Chemistry

3 Credits I

Introduction to the principles and practices of medicinal chemistry including insight into the development of new therapeutic compounds, the timeline and steps involved with FDA approval, and the common causes for side effects and other downstream problems associated with a drug's public release. Hands-on simulations for drug design using computational software and outside lectures from practicing medicinal chemists.

CHEM 120 Fundamentals of Environmental Chemistry

3 Credits I

Introduction to the chemical basis of environmental issues. Topics include water and water pollution, atmospheric and soil chemistry, acid rain, the ozone layer, the greenhouse effect and the pollution of heavy metals and pesticides. Consists of lectures, field trips and a lab.

CHEM 121 Energy and the Environment

3 Credits I

Benefits and problems associated with various methods of energy generation. Field trips are scheduled to the North Anna Nuclear Power station, a hydroelectric plant and a coal-fired power plant.

CHEM 122 Science and Pseudoscience

3 Credits I

Examination of rational and skeptical thinking as applied to scientific and pseudoscientific phenomena. Explorations of such topics as unidentified flying objects, the Bermuda Triangle and "Chariots of the Gods" are given via lectures by the instructor and individual student presentations.

CHEM 125 Fundamentals of Inorganic Chemistry

4 Credits F

Basic principles of structure, composition and reactions of matter. Designed as a survey course for health science majors and counts toward the natural environment requirement for graduation. Does not satisfy requirements for majors in biology or chemistry. Three hours of lecture and one two-hour lab per week.

Prerequisites: MATH 109 or 110

General education: natural science

Credit may not be received for both CHEM 125 and 161

CHEM 161, 162 General Chemistry

4 Credits each F, S

Principles of chemistry including stoichiometry, states of matter, atomic and molecular structure, chemical bonding, periodicity, energy relationships and equilibria, acid-base chemistry, electrochemistry, kinetics, solubility, thermodynamics, kinetic molecular theory of gases and the systematic study of families of elements. Three hours of lecture and one four-hour lab per week.

Prerequisites for CHEM 162: CHEM 161 or permission of instructor

General education: natural science

Credit may not be received for both CHEM 125 and 161

CHEM 250 Fundamental Organic Chemistry

4 Credits F

Overview of the functional groups and reactivity of organic molecules using biological examples. Three hours of lecture and one two-hour lab per week.

Prerequisites: CHEM 125 or 162

Credit may not be received for both CHEM 250 and 305

CHEM 305, 306 Organic Chemistry I, II

4 Credits each F, S

Structure, nomenclature, reaction mechanisms, synthesis and identification of organic molecules.

Prerequisites for CHEM 305: CHEM 162 or permission of instructor

Prerequisites for CHEM 306: CHEM 305

Credit may not be received for both CHEM 250 and 305

CHEM 308 Organic Spectroscopy

1 Credit F

Study and interpretation of spectra as applied to organic chemistry. Infrared spectroscopy, proton and carbon nuclear magnetic resonance, ultraviolet spectroscopy and mass spectrometry. One hour of lecture and lab per week

Prerequisites: permission of instructor

CHEM 310 Organic Chemistry II and Spectroscopy

5 Credits S

Continuation of organic chemistry started in CHEM 305, including a study of the interpretation of infrared spectroscopy, proton and carbon NMR, UV-visible spectroscopy and mass spectrometry. The lab is an introduction to chemical research that includes research methods and techniques through a series of experiments.

Prerequisites: CHEM 305

Credit may not be received for both 306 and 310, nor for 308 and 310

CHEM 315 Fundamentals of Biochemistry

3 Credits S

Brief survey of the fundamental principles of biochemistry, including the chemistry of aqueous solutions,

proteins, carbohydrates, lipids and nucleic acids. Examines the chemical reactions and the regulation of major metabolic pathways.

Prerequisites: CHEM 250 or 306

Alternate years: offered 2014–2015

CHEM 320 Environmental Chemistry (Cross-listed as ENVR 320) 4 Credits S

The chemistry and quantitative aspects of environmentally important cycles (C, N, O, P, S) in the context of the atmosphere, hydrosphere and lithosphere. Major environmental issues are discussed such as acid rain, sewage treatment, ozone destruction, anthropogenic climate change, air pollution and eutrophication. Laboratories involve sampling, quantitative detection and data analysis. Three lectures and one lab per week.

Prerequisites: CHEM 162

Alternate years: offered 2013–2014

Credit may not be received for both CHEM 120 and 320

CHEM 360 Advanced Organic Chemistry 3 Credits F

Molecular orbital theory, reaction kinetics and organic name reactions. Three hours of lecture per week.

Prerequisites: CHEM 306 or 310

Alternate years: offered 2015–2016

CHEM 370 Advanced Inorganic Chemistry 4 Credits S

Physical properties, electronic structure and reactivity of transition metal compounds. Three hours of lecture and one four-hour lab per week.

Prerequisites: CHEM 306 or 310

Alternate years: offered 2014–2015

CHEM 380 Instrumental Analysis (Cross-listed as ENVR 380) 4 Credits F

Exposure to methods of quantitation, signal-to-noise enhancement, instrumental design and function, methods of spectroscopy, chromatography, electroanalytical analysis and mass spectrometry. Three lectures and one lab per week.

Prerequisites: CHEM 250 or 305

Alternate years: offered 2014–2015

CHEM 405 Biochemistry (Cross-listed as BIOL 405) 4 Credits S

Introduction to protein structure, enzymes and kinetics, along with a survey of the metabolism of carbohydrates, proteins, lipids and nucleic acids. Three lectures and one lab per week.

Prerequisites: BIOL 325 and CHEM 306 or 310 or concurrent enrollment in CHEM 306 with permission of instructor

Alternate years: offered 2013–2014

CHEM 415 Physical Chemistry for the Life Sciences 3 Credits F

Thermodynamics, equilibrium, chemical structures and reaction rates as applied to biological systems and macromolecules. Three hours of lecture per week.

Prerequisites: CHEM 306 or 310 and MATH 130 or 131, or permission of instructor

Alternate years: offered 2013–2014

CHEM 425 Physical Chemistry of Solutions 3 Credits S

Physical states of solution systems—thermodynamics, equilibria, reaction rates, electrochemistry and photochemistry. Three hours of lecture per week.

Prerequisites: CHEM 415, MATH 132 and PHYS 222, or permission of instructor

Alternate years: offered 2013–2014

Credit may not be received for both CHEM 425 and 427

CHEM 427 Physical Chemistry of Solutions with Laboratory

4 Credits S

Physical states of solution systems—thermodynamics, equilibria, reaction rates, electrochemistry and photochemistry—with lab examination of reactions in multicomponent systems. Three hours of lecture and four hours of lab work per week.

Prerequisites: CHEM 415, MATH 132 and PHYS 222, or permission of instructor

Alternate years: offered 2013–2014

Credit may not be received for both CHEM 425 and 427

CHEM 435 Advanced Physical Chemistry

3 Credits F

Atomic structure and chemical bonding, based on applications of Schrodinger's Equation to structures of chemical interest. Three hours of lecture per week.

Prerequisites: CHEM 425 or 427 or permission of instructor

Alternate years: offered 2014–2015

CHEM 450 Special Topics

3 Credits F, S

Devoted to a subject taken from a field of chemistry not otherwise covered in the curriculum. If a different topic is offered, the course may be repeated for credit.

Prerequisites: permission of instructor

CHEM 451, 452 Advanced Chemical Techniques I, II

2 Credits each F, S

Year-long project in collaboration with a member of the chemistry faculty. One hour lecture and a minimum of eight hours of lab per week.

Prerequisites: senior standing or permission of department; *Prerequisites for CHEM 452:* CHEM 451

CHEM 461 Independent Laboratory Research

1 Credit

Open-ended laboratory research project with a member of the chemistry faculty. A minimum of five hours of lab work per week.

Prerequisites: permission of instructor

May be repeated as necessary for credit

CHEM 462 Independent Laboratory Research

2 Credits

Open-ended laboratory research project with a member of the chemistry faculty. A minimum of 10 hours of lab work per week.

Prerequisites: permission of instructor

May be repeated as necessary for credit

CHEM 480 Internship

3 Credits F, I, S

CHEM 490 Independent Study

3 Credits F, I, S

CHEM 491 Research

3 Credits F, I, S

CHEM 499 Honors Project

3 Credits F, I, S

Related Course: Geology**GEOL 130 Physical Geology**

4 Credits F, S

Overview of the history of the earth and its structure, earth materials, the rock cycle, internal processes (the tectonic cycle, volcanoes and earthquakes), external processes (the hydrologic cycle, weathering and landforms), and environmental concerns (groundwater, surface water, pollution and remediation) with fairly detailed coverage of the processes.

General education: natural science

COMMUNICATION STUDIES

MAJORS

Communication Studies

MINORS

Communication Studies

Theatre

EMPHASES

Media Studies

Public Relations

Communication courses examine both practical and theoretical approaches to all aspects of the study of communication including historical developments, policy implications, the increasing influence of mass media and communication technologies, interpersonal relationships, and connections between communication and power relationships. The goal of the communication studies major is to provide students with a critical understanding of the nature, scope and function of various communication practices. Students learn to apply their expanded knowledge of communication to understand themselves better as communicators, which ultimately will help them improve their personal and professional relationships. Because of the inherent interdisciplinary nature of the communication studies major, students have considerable flexibility to double major or minor in other fields of study.

Communication courses are taught in an interactive manner combining lectures, discussion, in-class activities and hands-on experience. Through their work in communication courses, students conduct theoretical and field research, write various types of academic and professional papers, design advertising campaigns, create websites and practice formal presentations. In addition to working on their own, students in communication courses work in collaboration with other students gaining valuable teamwork skills.

The study of communication develops skills in writing, speaking, critical thinking, researching and understanding a diverse range of contexts and events in which communication occurs. These skills prepare communication studies majors to continually adapt and re-adapt to today's ever-changing world. Students with communication studies majors are prepared for careers in a diverse group of occupations, such as public relations, advertising, sales, management, journalism and human resources. The major also helps prepare students for graduate studies.

COMMUNICATION STUDIES MAJOR

Consists of a minimum of 42 credit hours. The following courses are required:

| | |
|----------|--|
| COMM 201 | Introduction to Communication |
| COMM 230 | Mass Media and Society |
| COMM 327 | Interpersonal Communication |
| COMM 350 | Quantitative Research Methods in Communication |
| COMM 351 | Qualitative Research Methods in Communication |
| COMM 400 | Communication Theory |
| COMM 450 | Senior Seminar |
| MATH 200 | Introduction to Statistics |

Plus an additional 18 credit hours are required from the following list of courses (only 6 credit hours may be taken from courses without the COMM prefix):

| | |
|----------|---|
| ART 120 | Introduction to Visual Design |
| ART 130 | Introduction to Drawing and Composition |
| BUS 300 | Principles of Organizational Management |
| BUS 412 | Professional Selling |
| BUS 416 | Advertising |
| COMM | All courses designated "COMM" (except COMM 100) |
| ENG 310 | Professional Writing |
| ENG 312 | Technical and Workplace Writing |
| PHIL 228 | Philosophy of Popular Culture |
| PHIL 320 | Professional Ethics |
| PSY 350 | Social Psychology |
| SOC 245 | Group Process and Interpersonal Communication |
| SOC 319 | Conflict Transformation |
| SOC 320 | Sociology of the Family |
| SOC 350 | Methods of Research and Data Analysis I |
| SOC 351 | Methods of Research and Data Analysis II |
| SOC 450 | Sociological Theory |
| THEA | All courses designated "THEA" |

COMMUNICATION STUDIES MINOR

Consists of a minimum of 18 credit hours. The following courses are required:

| | |
|----------|-------------------------------|
| COMM 201 | Introduction to Communication |
| COMM 230 | Mass Media and Society |
| COMM 327 | Interpersonal Communication |

Plus 9 additional credit hours in COMM courses (except COMM 100)

THEATRE MINOR

Consists of 21 credit hours. The following courses are required:

| | |
|-----------------------|--------------------------|
| THEA 250 | World Theatre History I |
| -or- | |
| THEA 255 | World Theatre History II |
| THEA 200 | Theatre Production |
| THEA 325 | Methods of Acting |
| THEA 310, 311, or 312 | Production Laboratory |

An additional 9 credit hours must be chosen from the following courses:

| | |
|--------------|--------------------------|
| THEA 250 | World Theatre History I |
| -or- | |
| THEA 255 | World Theatre History II |
| THEA 315 | Theatre in London |
| THEA 320 | Improvisation |
| ENG 330 | Shakespeare |
| THEA 355 | Environmental Theatre |
| THEA/ENG 360 | Modern Drama |
| THEA/ENG 362 | Contemporary Drama |
| THEA 415 | Directing |
| THEA 480 | Internship |
| THEA 490 | Independent Study |

ENDORSEMENT IN THEATRE ARTS (PREK–12)

Consists of the education course sequence required for secondary licensure and the following courses:

| | |
|--------------|--------------------------|
| THEA 200 | Theatre Production |
| THEA 250 | World Theatre History I |
| THEA 255 | World Theatre History II |
| THEA 325 | Methods of Acting |
| THEA/ENG 360 | Modern Drama |
| -or- | |
| THEA/ENG 362 | Contemporary Drama |
| THEA 415 | Directing |

AREAS OF EMPHASIS FOR MAJORS

Public Relations Emphasis

Consists of 21 credit hours. Only 9 credit hours of the courses listed on the student's plan of the public relations emphasis may be included on the student's plan of major. Required major in communication studies, plus:

All of the following (15 credits):

| | |
|----------|--|
| COMM 255 | News and Media Writing |
| COMM 315 | Persuasion |
| COMM 347 | Public Relations in Organizations |
| COMM 410 | Communication Law: Civil Liberties and the Public Good |
| ART 120 | Introduction to Visual Design |

Plus two of the following (6 credits):

| | |
|--------------|---|
| COMM/ENG 305 | Journalism in the Information Age |
| COMM 325 | Communication in the Organization |
| COMM 349 | Nonprofit Communication |
| ART 130 | Introduction to Drawing and Pictorial Composition |
| ART 220 | Introduction to Digital Media |
| BUS 310 | Principles of Marketing |
| BUS 416 | Advertising |
| ENG 310 | Professional Writing |
| ENG 312 | Technical and Workplace Writing |
| FCS 304 | Fashion Merchandising |
| FCS 306 | Fashion Promotion |

Media Studies Emphasis

Consists of 21 credit hours. Only 9 credit hours of the courses listed on the student's plan of the major. This emphasis is designed for students who may want to pursue a career in media industries or who are considering going to graduate school in media studies. Required major in communication studies, plus:

All of the following (12 credits):

| | |
|----------|-------------------------------|
| COMM 330 | Film Studies |
| COMM 332 | Television Studies |
| COMM 360 | Contemporary Media Industries |
| COMM 375 | Media Effects |

Plus 9 credits from the following list:

| | |
|----------|---|
| COMM 410 | Communication Law |
| COMM 420 | Political Communication |
| COMM 447 | Communicating Science, Environment and Health |
| COMM 480 | Internship (media related and approved—only 3 credits count towards the emphasis) |

| | |
|--------------|---------------------------------------|
| COMM/ENG 218 | History of Motion Picture |
| COMM 331 | The Television and Film Studio System |
| -or- | |
| COMM 333 | European Media and Culture |
| SOC 340 | Cultural Theory at the Movies |
| PHIL 228 | Philosophy of Popular Culture |

COURSES

COMM 100 Oral Communication 3 Credits F, S

Interpersonal and group oral communication skills, including verbal and nonverbal communication, listening, problem-solving and public speaking. Covers specific issues related to informative speaking, special-occasion speaking, public group presentations, interviewing, ethics and the relationship between effective oral communication and leadership.

General education: core skills

COMM 131 News Practicum (Cross-listed as ENG 131) 1 Credit F, I, S

Skills-and-theory class that applies critical thinking to discuss and solve practical problems in news media production. Prepares students for the convergence of media, providing practical experience in multi-platform media writing and production including print, radio, TV and web journalism. Work includes approximately three hours outside the class and one hour inside each week. May be repeated for a total of 3 credit hours.

COMM 141 Yearbook Practicum (Cross-listed as ENG 141) 1 Credit F, S

Teaches students the process of book production through active participation in all stages of producing *Ripples*, the college yearbook. Student work is contracted on an individual basis. May be repeated, but a maximum of 3 credit hours in COMM 141 will count towards graduation.

Prerequisites: permission of instructor

COMM 201 Introduction to Communication Studies 3 Credits F

Introduces students to communication as an academic discipline by exploring how meaning is created and shared in multiple contexts. Topics covered include verbal and nonverbal communication, interpersonal communication, mass media, communication technologies, popular culture and communication in organizations.

COMM 215 Argumentation and Debate 3 Credits F

Evidence and reasoning in oral communication. Activities include studying argumentation and debate theory, researching the current national debate topic and participating in practice debates. Participation in intercollegiate competition is optional.

COMM 217 Literary Heroes in Popular Culture (Cross-listed as ENG 217) 3 Credits I

Examines characters invented first in books and periodicals but known popularly for their incarnations in other 20th century media. Characters covered are Sherlock Holmes, Tarzan, Zorro and James Bond. Begins with original texts and moves to popular manifestations.

Prerequisites: ENG 110

COMM 218 History of Motion Picture (Cross-listed as ENG 218) 3 Credits S

By examining key people, ideas and techniques, the course presents an historical survey of the development of the motion picture into an art form. Students are required to attend on-campus screenings.

COMM 220 Forensics Practicum 1 Credit F, S

Participation in intercollegiate debate or individual events is required. May be repeated for credit but may not be taken concurrently with COMM 215. A maximum of 6 credit hours in COMM 215 (Argumentation and Debate) and COMM 220 (Forensics Practicum) may be applied toward degree requirements.

Prerequisites: permission of instructor

COMM 230 Mass Media and Society (Cross-listed as SOC 230) 3 Credits S

Survey of media history and an examination of the effect mass media has on American society. Examines the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis upon the development of the information society.

COMM 255 News and Media Writing (Cross-listed as ENG 255) 3 Credits F

Teaches students the basic skills of researching, investigating and writing in a variety of formats. Emphasis on identification of the writing structures used by contemporary media writers, and utilization of these structures in original pieces researched and written by the students.

Prerequisites: ENG 110

COMM 305 Journalism in the Information Age (Cross-listed as ENG 305) 3 Credits S

Builds on the skills-oriented approach of COMM 255 by putting theory behind the practice of writing. Through individual and group writing projects, students work toward understanding the increasingly complex definition of news, its blurring line with entertainment, and the dynamic interplay between technologies and audiences.

Prerequisites: COMM 255 or permission of instructor

Alternate years: offered 2013–2014

COMM 310 Oral Interpretation of Literature 3 Credits F

Explores the theory and practice of the principles involved in the understanding and interpretation of all forms of literature. Students learn how to effectively convey their interpreted meaning to an audience. Performance intensive course that asks students to not only interpret but publicly represent literature through their own unique perspectives.

COMM 315 Persuasion 3 Credits S

Students develop an in-depth understanding of major theories and key concepts of persuasion. Upon completion of the course, the student understands the nature of persuasion, and is able to identify and apply appropriate theories to various persuasion contexts (e.g., interpersonal, organizational, health, media and sales). In addition, this course focuses on developing effective persuasion skills and the appropriate critical skills by which to evaluate persuasive attempts.

COMM 325 Communication in the Organization 3 Credits S

Study and application of communication theories and principles in an organizational context. An explanation of organizational communication theories and principles allows students to develop a theoretical and practical understanding of how communication affects the dynamics of the work environment. Emphasis on applying communication concepts to students' personal experience or participating in the organizational environment.

Alternate years: offered 2014–2015

COMM 327 Interpersonal Communication 3 Credits F, S

Introduces the basic patterns of interpersonal human communication in personal and professional settings. Through exploration of theories involving communication, verbal and nonverbal interaction, climate and culture, students develop theoretical and practical understanding of how interpersonal relationships are achieved through communication.

COMM 330 Film Studies 3 Credits F

Comprehensive, critical examination of the history of film and its influence on society. Includes exploration of the various methods of studying film. Topics covered include the origins of film, silent films and the development of narrative film, the American studio era, conglomeration of the films studios, various film genres, the film school generation, issues in international film, film literacy movements, the birth of digital film-making, the current film industry and the future of film. Special emphasis on the exploration of how film messages can perpetuate, influence and change our views of social groups marked by gender, race, class, sexuality and age.

Prerequisites: COMM 230 or permission of instructor

Alternate years: offered 2014–2015

COMM 331 The Television and Film Studio System

3 Credits I

The history of the American television and film studio system, its influence on society, and the processes of modern television and film production. Includes three days on the Bridgewater campus and a 14-day trip to Los Angeles. While in Los Angeles, the class tours several studios (including Paramount Pictures, Warner Brothers, NBC television and Universal Studios), participates as audience members on a variety of television shows, talks with members of the television and film industry, and visits several media-related museums. Additional costs associated with travel.

Prerequisites: permission of instructor

COMM 332 Television Studies

3 Credits S

Comprehensive, critical examination of the history of television and its influence on society. Includes exploration of the various methods for studying television. Topics covered include the origin of television, live television, the birth and decline of network television, various television genres, the development of cable and satellite channels, television news, issues in international television, the American television industry and the future of television. Special emphasis on the exploration of how television messages can perpetuate, influence and change our views of social groups marked by gender, race, class, sexuality and age.

Prerequisites: COMM 230 or permission of instructor

Alternate years: offered 2013–2014

COMM 333 European Media and Culture

3 Credits I

The historical similarities and differences between American media and European media. Involves approximately a week of classes on the Bridgewater campus prior to traveling to several locations throughout Europe. Explores the use of persuasion and propaganda techniques employed during World War II and the Cold War, the development of the European television and film industry before and after WWII, and issues of media conglomeration, globalization and the influence of the American film and television industry on Europe. Cities that may be toured include: London, Munich, Prague, Berlin and Paris (exact cities to be visited change each year). Additional costs associated with travel.

Prerequisites: permission of instructor

General education: Europe

COMM 334 Intercultural Communication

3 Credits S

Theoretical and practical survey of intercultural communication processes. Examines intrapersonal and interpersonal dimensions of intercultural communication and the distinctive cultural orientations, behaviors, expectations, values and power dynamics that affect our abilities to communicate effectively with people from diverse cultures.

General education: United States

Alternate years: offered 2013–2014

COMM 335 Communicating Sex and Gender

3 Credits S

Examine issues and research related to the role and construction of sex and gender in communication. Explores the interaction of sex and gender with verbal behavior, nonverbal behavior, friendships, families, romantic relationships and professional relationships. Additionally, examines the issues of health, power and violence as they relate to sex and gender. Introduces students to the impact of the media on gender as well as the specific sexes.

COMM 340 Representations of Gender, Race and Class in the Media

3 Credits I

Examines the media's role in creating and re-creating our understanding of gender, race and class. Includes a historical perspective, and traces how these representations have changed over time, the forces that have affected representations of gender, race and class, and the current state of their representation in the media. A field trip to at least one museum in Washington, D.C. is planned, depending upon exhibits available at the time (e.g., National Museum of the American Indian, Smithsonian's American History Museum).

General education: United States

COMM 347 Public Relations in Organizations (Cross-listed as SOC 347)

3 Credits F

Comprehensive survey of the evolution, role, functions and scope of public relations in American society. Emphasis on public relations work in nonprofit and business organizations including educational, health

care and social service institutions. Additionally, examines the roles of spokesperson and media consultant in government.

COMM 349 Nonprofit Communication 3 Credits I

Introduces students to the burgeoning nonprofit sector of American society. Students learn what makes an organization a nonprofit, explore the purposes of a nonprofit sector in society, consider the often overlooked field of nonprofit media, and explore the challenges and opportunities of working in, with, and for nonprofit organizations.

COMM 350 Quantitative Research Methods in Communication 3 Credits S

Introduces various quantitative research methods used in the study of communication. Students design and execute an original quantitative research study, thus gaining first-hand experience in writing research questions based on existing literature, choosing an appropriate and ethical research method, collecting data, using statistical analysis and writing a convincing argument about study findings.

Prerequisites: junior standing and MATH 200

COMM 351 Qualitative Research Methods in Communication 3 Credits F

Introduces the qualitative research perspective and a variety of qualitative research methods that contribute to the study of communication. Study of methodologies including ethnography, interviewing and textual analysis. Students develop an understanding of how certain research goals may best be reached through the use of qualitative research.

Prerequisites: junior standing or permission of instructor

COMM 360 Contemporary Media Industries 3 Credits F

Examines how the print and electronic media industries in the United States work to produce media products, distribute entertainment and news programming, and function within the regulatory, economic, social and technological environments they shape and are shaped by. Media industries of the United States are the primary focus; however, international media industries may also be explored.

Prerequisites: COMM 230 or permission of instructor

COMM 375 Media Effects 3 Credits S

Examines the history of media effects research from the early 20th century to the present. Students learn about various methods used by social scientists to identify and measure the effects of persuasive messages on changes in knowledge, attitudes and behaviors. Students gain skills in framing research questions about media effects, designing effects studies and evaluating claims of media effects advocated by scholarly and non-scholarly sources.

COMM 400 Communication Theory 3 Credits F

Survey of communication theories. Current theoretical perspectives on human communication serve as a foundation to study major theories and representative research in various areas of specialization. Such areas include persuasion and verbal/nonverbal behavior as well as interpersonal, group, organizational, media and applied contexts.

Prerequisites: junior standing and COMM 201

COMM 410 Communication Law: Civil Liberties and the Public Good 3 Credits S

(Cross-listed as SOC 410)

Examination of how the mass media are constrained and protected by the law and court interpretations. Issues explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.

COMM 420 Political Communication 3 Credits F

Students examine how the political rhetoric of both individuals and groups forms and informs our concepts of politics. Students take a rhetorical critical stance to political communication in order to establish the historical context for contemporary political rhetoric, develop a critical practice appropriate to the analysis of both historical and contemporary political rhetoric, and discern the connections between political communication and political power.

- COMM 427 Communication in Romantic Relationships** 3 Credits I
Examines issues and research related to communication in romantic relationships with a specific emphasis on the role of gender. Emphasis on the social construction of relationships and relational norms from inside and outside the relationship. Examines the utility of popular relational advice.
Alternate years: offered 2013–2014
- COMM 447 Communicating Science, Environment and Health** 3 Credits I
Examines the role of news, advocacy, scientific analysis, decision making, policy, risk perception, politics and other related instances in the communication of issues related to science, environment and health. Provides students with rich theoretical background, critical understanding and practical skills to create/produce, investigate and critique communication processes related to the topics.
Alternate years: offered 2014–2015
- COMM 450 Senior Seminar** 3 Credits S
In-depth seminar examining a special topic. Students draw on the knowledge and skills developed in the program to produce a portfolio and a major research project in a particular area of communication studies.
Prerequisites: COMM 350 or 351 and COMM 400
- COMM 480 Internship** 3 Credits F, I, S
- COMM 490 Independent Study** 3 Credits F, I, S
- COMM 491 Research** 3 Credits F, I, S
- COMM 499 Honors Project** 3 Credits F, I, S

Theatre

- THEA 200 Theatre Production** 3 Credits F
Introduction to scenic construction, lighting production, prop making, costume design, make-up design and stage management. Explores the concepts, techniques, equipment and material necessary for successful theatrical production emphasizing problem solving through research, experimentation and collaboration. Students are challenged to engage and understand the interrelationship between technical stagecraft and other aspects of dramatic art. Previous experience with theatre is not necessary.
- THEA 225 Scenic Painting** 3 Credits I
Practical study of the various theories, techniques and materials used in scenic painting. Focusing on theory and practice, encompasses a systematic approach to painting theatrical scenery. Emphasis on traditional scene painting techniques, including material selection (brushes and paints) and their practical application through design reproductions and faux finishes, as well as the tools and paints that have been developed to support those techniques. Students learn how the theories and techniques of scenic painting have changed historically, and how these unique changes have impacted the materials and techniques utilized by the scenic painter. Engages with the unique qualities of different types of paint noting how they perform on different types of materials, and how that knowledge can be used to create effective results. Projects include painting stage drops, creating stained glass windows with paint, faux marble and wood grain finishes, photos and designer renderings.
- THEA 250 World Theatre History I** 3 Credits F
Traces the development of dramatic art and the history of theatrical production from its ritual beginnings to the English Restoration. Places dramatic art and theatre history in context by engaging with the social, political and cultural conditions of specific historical moments. Topics of study include Greek drama, Roman spectacle, Sanskrit drama, Noh drama, early Medieval religious and secular theatre, Italian commedia dell'arte, Renaissance and Baroque pageantry, and the English Restoration. The approach is a documentary one. Students read specific play texts in conjunction with primary evidence, both textual and pictorial, using both to illuminate the creation and history of theatre.

General education: fine arts

Alternate years: offered 2014–2015

THEA 255 World Theatre History II

3 Credits S

Survey of post-Restoration theatrical culture, history and production forms. Though it is a continuation of the THEA 250, the student need not have taken the previous course. Examines theatrical history and expression in Turkey, China and Japan, and moves across the European continent to focus on the rise of European modernity. Covers Romantic theatre and opera, melodrama and poetic spectacle, Realism, Naturalism and the independent theatre movement as well as the innovation of early 20th century theatrical practitioners. The approach is a documentary one. Students read specific play texts in conjunction with primary evidence, textual and pictorial, using both to illuminate the creation and history of theatre.

General education: fine arts

Alternate years: offered 2014–2015

THEA 310 Production Laboratory: Acting

3 Credits F, S

Production laboratory requiring intense involvement with the process of translating a play text from script to performance. Requires students to work independently and as an ensemble interpreting, rehearsing and performing a play. Those enrolled are expected to rehearse five to six nights per week for eight weeks exhibiting a commitment to their peers and the production. Each student is required to keep a journal of their process of character creation, as well as submit a significant final paper that analyzes the entire production as well as their own participation. Significant in-class and out-of-class work is essential.

Prerequisites: by audition

THEA 311 Production Laboratory: Design

3 Credits F, S

Production laboratory requiring intense involvement with the process of translating a play text from script to performance. Students work independently under faculty supervision interpreting and realizing theatrical design specific to their area of interest such as set design, light design, costume design and property design. Students are responsible for submitting such work as light plots, ground plans, rendering (lighting, set, costume), drawings and/or sketches, models and production workbooks. Furthermore, students realize their ideas on stage, whether through light, set, costume or prop construction. Students are required to attend weekly production meetings in addition to selected rehearsals. Professionalism and dedication to theatrical production are stressed. Each student is required to submit a significant final paper that analyzes the entire production as well as their own participation. Significant in-class and out-of-class work is essential.

Prerequisites: permission of instructor

THEA 312 Production Laboratory: Stage Management, Directing, Dramaturgy

3 Credits F, S

Production laboratory requiring intense involvement with the process of translating a play text from script to performance. Students work independently under faculty supervision. Stage management and directing students are required to attend rehearsals, provide a detailed dramaturgical analysis of the production including production histories, submit a dramaturgical note for the program, organize and moderate post-performance talk-backs with the cast, crew and audience, as well as submit a significant paper analyzing the production and their participation. Professionalism and dedication to theatrical production are stressed. Significant in-class and out-of-class work is essential.

Prerequisites: permission of instructor

THEA 315 Theatre in London

3 Credits I

Exploration of the rich and varied theatrical scenes in London through nightly attendance at professional and nonprofessional productions. The group attends professional West End classical, modern and musical productions. A music hall performance and holiday pantomime, as well as lively nonprofessional theatre in the London suburbs, are on the itinerary. Daytime backstage tours and visits to the Theatre Museum and other locations of theatrical, historical and cultural interests complement the experience, as do side-trips to Stratford-upon-Avon and Oxford.

General education: fine arts

Offered on demand

THEA 320 Improvisation

3 Credits F

Invention and structured improvisation as tools to explore 'being in the moment'—both on- and off-stage.

Focusing on the body and voice through theatre games, creative dramatics, role-playing, storytelling, clowning, autobiographical performance and movement, improvisation skills are approached from two perspectives: concentration and action. Through responding to each other's playfulness, ingenuity and creativity, students are encouraged to break through set thinking and movement patterns that may have limited them in the past. This class is not just for the theatre student! While the work is grounded in theatre, it can be applied to any discipline.

Alternate years: offered 2013–2014

THEA 325 Methods of Acting

3 Credits S

Provides the student with an organized and practical approach to the creation of real, truthful behavior within the imaginary circumstances of the theatre. Focuses on the fundamentals of acting, and experiments with specific training exercises from a variety of 20th century theatre practitioners (Konstantin, Stanislavsky, Bertolt Brecht, Augusto Boal, Jerzy Grotowski and others). Scene work, monologues, solo performance and ensemble work are examined.

Alternate years: offered 2013–2014

THEA 355 Environmental Theatre

3 Credits I

Environmental theatre began in the 1960s in response to the social and political climate of the time. Performers and performance groups pushed the boundaries of what was traditionally thought of as theatre, and as a result, restructured and reinvigorated the fundamental understanding of what performance was and its function within society. Environmental theatre continues to be a powerful vehicle for social commentary. Introduces the student to the cultural, social and political richness of environmental theatre, including site-specific performance; provides a historical understanding of the period by highlighting how the original practitioners and their works were directly influenced by cultural events of the time; and involves the student in the process of creating and performing their own individual and group site-specific environmental performance piece.

General education: fine arts

THEA 360 Modern Drama (Cross-listed as ENG 360)

3 Credits F

Examination of theatrical literature and forms from the late 19th century well-made plays, Realism, Expressionism, Futurism and Symbolism, to Epic theatre and the Theatre of the Absurd. Playwrights such as Henrik Ibsen, Bernard Shaw, Anton Chekhov, Eugene O'Neill, Bertolt Brecht and Samuel Beckett are studied. Students gain an understanding of the scope, history, techniques and influence of modern drama.

Prerequisites: ENG 110

General education: literature

Alternate years: offered 2013–2014

THEA 362 Contemporary Drama (Cross-listed as ENG 362)

3 Credits S

Contemporary theatrical forms of American and British drama. Begins with post-World War II dramatic works and moves sequentially to the present day. Areas of attention include the "angry young men," metadrama, gender, race and ethnicity, the "new brutalism," and contemporary docudrama. Particular focus on how play texts engage with the cultural and historical moment of their creation. Provides an understanding of the scope, history, techniques and influence of contemporary drama. Playwrights such as John Osborne, Edward Albee, Edward Bond, José Rivera, Martin McDonagh, Tony Kushner, Sarah Kane, Suzan Lori-Parks, Nilo Cruz, Moisés Kaufman and Sarah Ruhl are studied.

Prerequisites: ENG 110

General education: literature

Alternate years: offered 2013–2014

THEA 415 Directing

3 Credits S

Introduces the basic fundamentals of directing plays for the stage. Careful examination of play structure and analysis, communication with the actor and designer, and rehearsal process and performance. Explores the work of the director through laboratory exercise, and short performance piece where students cast and direct their own scenes. Examining the techniques of many of the most influential 20th century stage

directors, students work towards a technique that the student can call his or her own. Practical work is combined with written analysis in addition to the final short student-director production.

Alternate years: offered 2014–2015

| | | | |
|-----------------|--------------------------|-----------|---------|
| THEA 480 | Internship | 3 Credits | F, I, S |
| THEA 490 | Independent Study | 3 Credits | F, I, S |
| THEA 491 | Research | 3 Credits | F, I, S |
| THEA 499 | Honors Project | 3 Credits | F, I, S |

GEORGE S. ALDHIZER II DEPARTMENT OF ECONOMICS & BUSINESS ADMINISTRATION

MAJORS

Business Administration
Economics

MINORS

Business Administration
Economics

EMPHASES

Accounting
Finance
Financial Economics
International Commerce
Marketing
Organization Management

The George S. Aldhizer II Department of Economics and Business Administration offers two majors—economics and business administration—that prepare students to pursue managerial and other professional careers as well as graduate education. We strive to build on the liberal arts foundation provided by the College's general education program and aim to give each student the knowledge, skills and practice to become a successful and ethical leader, capable of making valued contributions to his or her workplace, society and self.

Through a combination of lectures, discussions, case analyses, team projects and presentations, and other in-class activities, courses are designed to integrate economic and business theory and practice; encourage independent and critical thinking using both qualitative and quantitative reasoning; and develop skills in decision making and implementation, teamwork and collaboration, and all forms of communication. Experiential learning opportunities abound through internships, study abroad programs and participation in student organizations, to supplement classroom learning.

The economics major consists of 14 courses in economics and mathematics. Economics majors may choose among three tracks: business, government policy and preparation for graduate

school via additional mathematics courses. Economics majors can also earn an emphasis in financial economics.

The business administration major consists of 15 courses in business, economics and mathematics. To gain greater depth in a particular area of business, many students pursue one of the five emphases we offer in the business administration major: accounting, finance, international commerce, marketing and organization management. By taking additional courses, in one of these areas, students build specialization on the solid foundation provided by the business administration major.

ECONOMICS MAJOR

Consists of 42 credit hours (14 three-credit courses), comprised of 27 credits from the following nine required courses:

| | |
|----------|-----------------------------------|
| MATH 200 | Introduction to Statistics |
| ECON 200 | Principles of Macroeconomics |
| ECON 210 | Principles of Microeconomics |
| ECON 300 | Money and Banking |
| ECON 330 | Government and Business |
| ECON 400 | Intermediate Macroeconomic Theory |
| ECON 410 | Intermediate Microeconomic Theory |
| ECON 440 | International Economics |
| ECON 460 | Senior Seminar in Economics |

Plus 15 additional credits in ECON courses numbered 300 or above, or 9 additional credits in ECON course numbered 300 or above and one of the following tracks:

Business Track

Consists of 6 credit hours (2 three-credit courses), selected from:

| | |
|---------|---------------------------------------|
| BUS 201 | Principles of Accounting I |
| BUS 202 | Principles of Accounting II |
| BUS 300 | Principles of Organization Management |

Government Policy Track

Consists of 6 credit hours (2 three-credit courses), selected from:

| | |
|----------|--|
| PSCI 210 | Politics and Government in the United States |
| PSCI 230 | Introduction to Global Politics |
| PSCI 420 | International Law and Organization |

Graduate School Preparation Track

Consists of 6 credit hours (2 three-credit courses):

| | |
|----------|-------------|
| MATH 131 | Calculus I |
| MATH 132 | Calculus II |

Students who choose this option should consider taking additional courses beyond MATH 132 as well.

ECONOMICS MINOR

Consists of 24 credit hours (8 three-credit courses):

| | |
|----------|-----------------------------------|
| MATH 200 | Introduction to Statistics |
| ECON 200 | Principles of Macroeconomics |
| ECON 210 | Principles of Microeconomics |
| ECON 400 | Intermediate Macroeconomic Theory |

ECON 410 Intermediate Microeconomic Theory
Plus 9 additional credits in ECON courses numbered 300 or above

Credits for ECON 480, 490, 491 and 499 may not be applied to the requirements for either the major or minor in economics.

FINANCIAL ECONOMICS EMPHASIS

Consists of 18 credit hours. Majors in economics can acquire additional depth in finance by pursuing the emphasis in financial economics. 6 credits from the emphasis may be applied to the requirements for the economics major. The capstone course is shown in italics.

| | |
|---------|-------------------------------------|
| BUS 201 | Principles of Accounting I |
| BUS 202 | Principles of Accounting II |
| BUS 320 | Principles of Finance |
| BUS 371 | Intermediate Accounting I |
| BUS 430 | Investments |
| BUS 448 | <i>Financial Statement Analysis</i> |

Students choosing to double major in economics and business administration may not earn both the financial economics emphasis in economics and the finance emphasis in business administration.

BUSINESS ADMINISTRATION MAJOR

Consists of 45 credit hours (15 three-credit courses), comprised of the following 13 required courses:

| | |
|----------|---------------------------------------|
| BUS 120 | Survey of Business |
| MATH 200 | Introduction to Statistics |
| ECON 200 | Principles of Macroeconomics |
| ECON 210 | Principles of Microeconomics |
| BUS 201 | Principles of Accounting I |
| BUS 202 | Principles of Accounting II |
| BUS 300 | Principles of Organization Management |
| BUS 310 | Principles of Marketing |
| BUS 320 | Principles of Finance |
| BUS 330 | Principles of Information Systems |
| BUS 340 | Management Science |
| BUS 350 | Business Law |
| BUS 422 | Entrepreneurship |

-or-

| | |
|---------|----------------------|
| BUS 478 | Strategic Management |
|---------|----------------------|

Plus 6 additional credit hours in ECON or BUS courses numbered 300 or above

BUSINESS ADMINISTRATION MINOR

Consists of 24 credit hours (8 three-credit courses):

| | |
|----------|---------------------------------------|
| BUS 120 | Survey of Business |
| ECON 200 | Principles of Macroeconomics |
| ECON 210 | Principles of Microeconomics |
| BUS 201 | Principles of Accounting I |
| BUS 202 | Principles of Accounting II |
| BUS 300 | Principles of Organization Management |
| BUS 310 | Principles of Marketing |

Plus 3 additional credit hours in ECON or BUS courses numbered 300 or above

Credits for BUS or ECON 480, 490, 491 and 499 may not be applied to the requirements for either the major or minor in business administration.

BUSINESS ADMINISTRATION AREAS OF EMPHASIS

Majors in business administration are encouraged to acquire additional depth by pursuing one or more emphases within the major. 6 credits from the emphasis may be applied to the requirements for the major in business administration. The capstone course for each emphasis is shown in *italics*.

Accounting Emphasis

Consists of 18 credit hours, comprised of the following courses:

| | |
|----------------|----------------------------|
| BUS 371 | Intermediate Accounting I |
| BUS 372 | Intermediate Accounting II |
| BUS 381 | Federal Tax Accounting I |
| BUS 385 | Cost Accounting |
| BUS 400 | Advanced Accounting |
| <i>BUS 405</i> | <i>Auditing</i> |

Majors pursuing careers in public accounting—To sit for the Certified Public Accountant (CPA) exam in Virginia, the Virginia Board of Accountancy requires candidates to accumulate these minimums:

120 credit hours in a baccalaureate degree that includes:

- 30 credit hours of accounting courses, and
- 24 credit hours of (non-accounting) business courses.

To comply with Virginia Board of Accountancy eligibility rules, students should supplement the accounting emphasis with at least two of the following courses:

| | |
|---------|---------------------------------------|
| BUS 370 | Forensic and Investigative Accounting |
| BUS 382 | Federal Tax Accounting II |
| BUS 448 | Financial Statement Analysis |

To become a licensed CPA in Virginia, the Virginia Board of Accountancy requires candidates to complete 150 credit hours of education plus the full-time equivalent of one year of relevant accounting experience.

CPA licensing requirements vary by state. If you plan to pursue CPA licensure outside Virginia, please visit that state's Board of Accountancy website for that state's requirements.

Finance Emphasis

Consists of 18 credit hours, comprised of the following courses:

| | |
|----------------|-------------------------------------|
| ECON 300 | Money and Banking |
| ECON 440 | International Economics |
| BUS 371 | Intermediate Accounting I |
| BUS 372 | Intermediate Accounting II |
| BUS 430 | Investments |
| <i>BUS 448</i> | <i>Financial Statement Analysis</i> |

International Commerce Emphasis

Consists of 18 credit hours, comprised of the following courses:

| | |
|----------------|--|
| ECON 330 | Government and Business |
| ECON 440 | International Economics |
| PSCI 230 | Introduction to Global Politics |
| <i>BUS 468</i> | <i>Contemporary Issues in Business</i> |

Plus 6 credits from two of the following electives:

| | |
|----------|-----------------------------------|
| BUS 365 | Cross-Cultural Issues in Business |
| FREN 202 | Intermediate French |
| FREN 340 | French Culture and Civilization |

| | |
|----------|--|
| GER 202 | Intermediate German |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| SPAN 202 | Intermediate Spanish |
| SPAN 345 | Latin American Culture and Civilization |
| SOC 306 | Cultures of Japan |
| SOC 309 | Cultures of Africa |
| SOC 325 | Development and Underdevelopment in the Modern World |

A foreign language minor and participation in a one-semester cross-cultural experience are recommended. Students participating in a College-approved study abroad program or a similar approved international experience may apply that activity in place of the 6 elective credits required above.

Marketing Emphasis

Consists of 18 credit hours, comprised of the following courses:

| | |
|-------------|--|
| BUS 315 | Marketing Research |
| BUS 412 | Professional Selling |
| <i>-or-</i> | |
| COMM 315 | Persuasion |
| BUS 416 | Advertising |
| BUS 468 | <i>Contemporary Issues in Business</i> |

Plus 6 credits from the following electives:

| | |
|----------|-----------------------------------|
| BUS 414 | Consumer Behavior |
| COMM 347 | Public Relations in Organizations |
| ECON 410 | Intermediate Microeconomic Theory |
| FCS 304 | Fashion Merchandising |
| FCS 306 | Fashion Promotion |

Organization Management Emphasis

Consists of 21 credit hours, comprised of the following courses:

| | |
|----------|---------------------------------|
| BUS 420 | Human Resource Management |
| BUS 468 | Contemporary Issues in Business |
| PHIL 320 | Professional Ethics |

Plus 12 credit hours chosen from the following two categories:

3 or 6 credit hours from:

| | |
|----------|------------------------------------|
| ECON 310 | U.S. Economic and Business History |
| ECON 320 | Labor Economics |
| ECON 330 | Government and Business |

6 or 9 credit hours from:

| | |
|---------|--|
| BUS 305 | Entrepreneurial Revolution in the 21st Century |
| BUS 345 | Supply Chain Management |
| BUS 365 | Cross-Cultural Issues in Business |
| BUS 422 | Entrepreneurship (if not taken as the major capstone course) |
| BUS 478 | Strategic Management (if not taken as the major capstone course) |
| ES 356 | Management Concepts in Health Care |
| IDS 201 | Leadership Development Seminar |

Business administration majors interested in preparing for an information technology career are encouraged to earn a minor in computer information systems or a second major in information systems management. These programs are offered in the department of mathematics and computer science.

Non-business majors who want a basic three-course introduction to business to complement their majors are encouraged to take the following three-credit courses:

| | |
|---------|---|
| BUS 120 | Survey of Business |
| BUS 200 | Show Me the Money: Figuring Your Small Business |
| BUS 310 | Principles of Marketing |

COURSES

Economics

ECON 200 Principles of Macroeconomics 3 Credits F, S

Introduces scarcity, opportunity cost, and supply and demand analysis, with special emphasis on aggregate economic growth, unemployment, inflation, and fiscal and monetary policies.

General education: social sciences

ECON 210 Principles of Microeconomics 3 Credits F, S

Analysis of individual choice and market behavior, with special emphasis on price and output relationships and the economics of the firm.

General education: social sciences

ECON 300 Money and Banking 3 Credits F

Focuses on the financial system, determinants of interest rates, structure and regulation of the banking system, the Federal Reserve System, and monetary policy and its impact on aggregate economic activity and inflation.

Prerequisites: ECON 200

ECON 305 Contemporary Economic Issues 3 Credits I

Discussion of contemporary economic issues from conservative, liberal and radical perspectives. Topics include both macroeconomic and microeconomic issues.

Prerequisites: ECON 200 or 210

ECON 310 U.S. Economic and Business History 3 Credits S

Traces the growth and development of the U.S. economy and economic institutions from the Colonial era to the present with special emphasis on key institutions and events, such as slavery, industrialization, the rise of big business and the Great Depression.

Prerequisites: ECON 200 or 210

General education: United States

ECON 320 Labor Economics 3 Credits F

Analysis of labor market supply and demand, wages and salaries, collective bargaining, discrimination, and macroeconomic implications of labor market issues.

Prerequisites: ECON 200 or 210

ECON 325 Economics of Sports 3 Credits I

Analyzes issues in professional and college team sports, including team revenues and costs; labor markets, salary determination, and labor relations; government subsidies; sports leagues, the National Collegiate Athletic Association, and antitrust laws; and the valuation and profitability of sports franchises.

Prerequisites: ECON 200 or 210

ECON 327 Economics and the Environment 3 Credits I

Examines the economic causes and consequences of environmental problems and evaluates market-based and nonmarket solutions for them, with special emphasis on pollution, overpopulation, resource depletion and sustainability.

Prerequisites: ECON 200 or 210

ECON 330 Government and Business 3 Credits S

Discussion of the role of government and market forces in promoting economic efficiency, focusing on antitrust policy, economic regulation and socio-economic engineering.

Prerequisites: ECON 200 or 210

ECON 400 Intermediate Macroeconomic Theory

3 Credits F

Analyzes economic growth, business cycles, and the impact of economic institutions and policies on aggregate economic performance and living standards.

Prerequisites: ECON 200

Alternate years: offered 2014–2015

ECON 410 Intermediate Microeconomic Theory

3 Credits F

Theoretical and applied development of consumer choice, firm behavior, price and income determination, market behavior and government policy.

Prerequisites: ECON 210

Alternate years: offered 2013–2014

ECON 420 Development of Economic Thought

3 Credits I

Traces the evolution of economic thought from ancient times to the present with special emphasis on Adam Smith, the classical school, socialism, Marx, marginalism, the neoclassical school, Keynes and Friedman.

Prerequisites: ECON 200 or 210

General education: a course in religion or philosophy

ECON 440 International Economics

3 Credits S

Theory of international economic interrelationships, including trade, finance and monetary policies and institutions.

Prerequisites: ECON 200 or 210

ECON 460 Senior Seminar

3 Credits F

Capstone course for majors in economics. Investigates selected economic issues, policies and problems, and introduces regression methods used to test economic hypotheses. Students conduct quantitative research, collect data, formulate and test hypotheses and present their results.

Prerequisites: ECON 400 and 410 and senior standing, or permission of instructor

ECON 480 Internship

3 Credits F, I, S

ECON 490 Independent Study

3 Credits F, I, S

ECON 491 Research

3 Credits F, I, S

ECON 499 Honors Project

3 Credits F, I, S

Business

BUS 105 People, Planet, Profit: Exploring Sustainability in Organizations

3 Credits I

Exploratory course in three dimensions of sustainable organizations: people, planet and profit. Emphasizes sustainability of an organization's social, environmental and economic impacts, exploring these both individually and altogether. Additional cost associated with travel.

BUS 110 Personal Finance

3 Credits I

How to manage personal income and wealth through personal financial, tax, retirement and estate planning, personal budgeting, banking alternatives, consumer credit, insurance, home buying and investments.

BUS 115 History of Advertising

3 Credits I

Exploration of the role of advertising in business and other organizations and its impact on societal values, politics and other aspects of everyday life. Topics include the development of the middle class and the rise of mass consumption; changing gender roles in the family and workplace; consumerism; government regulation of business; and ethical concerns about business and advertising practices.

BUS 120 Survey of Business

3 Credits F, S

Introduces a variety of business principles and practices as a foundation for students majoring in business administration and for non-business majors interested in acquiring basic understanding of the business

world. Addresses aspects of leadership and personal assessment and development through a semester-long business plan project, helping students to assess their interest in and aptitude for various business disciplines.

BUS 200 Show Me the Money: Figuring Your Small Business 3 Credits I

Introduces the basic financial concepts and tools needed to run a business "by the numbers," focusing on using financial reports to analyze business activity, monitor financial performance and budget for upcoming plans.

Credit may not be received for both BUS 200 and BUS 201

BUS 201 Principles of Accounting I 3 Credits F, S

Accounting for sole proprietorships and corporations, accounting records, processing accounting information and financial statement content.

BUS 202 Principles of Accounting II 3 Credits F, S

Accounting for partnerships, time-value of money applications, cash flows, budgeting, cost determination, responsibility accounting and decision-driven financial information.

Prerequisites: BUS 201

BUS 205 Business Practicum 1 Credit F, S

Skills-and-theory based class that helps students apply critical thinking to make a difference in their community and the world by developing projects that impact the lives of others. Students are given a chance to develop leadership, organizational, communication and teamwork skills, while also enhancing project management and creative skills. Work includes a minimum of three hours outside the class and one hour inside each week. Course may be repeated for a total of 3 credits.

Prerequisites: permission of instructor

BUS 300 Principles of Organization Management 3 Credits F, S

General overview of the principles of planning, organizing, leading and controlling human and other resources for the achievement of an organization's goals. Examines the impact and role of communication, motivation, group dynamics, and organization culture, conflict and change as the context for current management practices. Uses written and oral reports to develop student writing and speaking skills.

Prerequisites: BUS 120, ENG 110, or permission of instructor

BUS 305 Entrepreneurial Revolution in the 21st Century 3 Credits I, S

Examines the importance of fostering entrepreneurship as the key to economic, social and intellectual development in a myriad of cultural settings and economic/political systems around the globe.

Prerequisites: two courses from ECON 200, 210, PSY 101 and SOC 101

BUS 310 Principles of Marketing 3 Credits F, S

Explores the principles and practices of how goods, services and ideas are developed and distributed in order to satisfy individual and organization needs, wants and objectives. Emphasis is placed on micro-marketing perspectives including product, price, promotion and place.

Prerequisites: BUS 120 and COMM 100, or permission of instructor; ECON 210 recommended but not required

BUS 315 Marketing Research 3 Credits F, S

Explores the scope of marketing research and its role in effective decision making. Students investigate, assess and conduct various types of quantitative and qualitative research, from surveys to focus groups.

Prerequisites: MATH 200, BUS 310, and junior or senior standing

BUS 320 Principles of Finance 3 Credits F, S

Theory and practice of managerial finance, including financial statement analysis, financial planning and control, working capital management and capital budgeting.

Prerequisites: BUS 202, ECON 200 and 210, MATH 200

BUS 330 Principles of Information Systems

3 Credits F, S

Introduction to information system theory and application with special emphasis on information systems design in the functional areas of management, marketing, accounting and operations management.

Prerequisites: BUS 202 and 300, MATH 200

Credit may not be received for both BUS 330 and CIS 250

BUS 340 Management Science

3 Credits F, S

Introduces essential quantitative techniques and their use in business decision-making, including decision analysis, forecasting, linear programming, project scheduling, inventory cost minimization and queuing analysis. Emphasis on the practical application of these techniques to production and operations management and other business problems.

Prerequisites: BUS 300 and MATH 200 or permission of instructor

BUS 345 Supply Chain Management

3 Credits I

Examines supply chain management processes as they apply to both service and manufacturing organizations, with special consideration given to identifying ways in which the strategic use of supply chain management can create competitive advantages for firms. Topics covered include logistics, inventory management, sales and operations planning, sourcing and purchasing processes, materials planning, TQM, JIT, lean processes and technology-enhanced supply chain processes. Requires travel throughout the Shenandoah Valley to participate in plant tours and other field experiences. Additional cost associated with travel.

Prerequisites: BUS 330 and 340, and junior or senior standing, or permission of instructor

BUS 350 Business Law

3 Credits F, S

The U.S. legal and regulatory environment, including the sources of law; the resolution of disputes; the Uniform Commercial Code; the laws of torts, contracts, agency, partnerships, corporations, employment and equal opportunity; and laws regulating competition.

Prerequisites: BUS 120, ENG 110, and junior or senior standing

BUS 365 Cross-Cultural Issues in Business

3 Credits I

Explores cultural differences in business practices. Combines international travel and experiential learning with classroom discussion and reflection to enrich students' educational experience. The travel portion of the course provides opportunities for direct communication with business leaders in the selected location, facility tours and attending business lectures at local universities. Travel destinations include Europe, South America, Japan and China. On campus, students actively reflect on cross-cultural similarities and differences in the conduct of business, cross-cultural business issues, and ways to become more sensitive to the complexities, relationships and dialogues among different cultures. May be taken more than once provided a different location is selected each time.

Prerequisites: permission of instructor

BUS 370 Forensic and Investigative Accounting

3 Credits S

Introduction to the challenging field of forensic and investigative accounting. Topics include introduction to forensic and investigative accounting; forensic accounting education; institutions and specialties; fraudulent financial reporting; detecting fraud in financial reporting; employee fraud; methods of reconstructing income; money laundering; litigation services provided by accountants; proper evidence management; computing economic damages; computer forensics; profiling the cybercriminal; cybercrime management; cybercrime loss valuations; and business valuations.

Prerequisites: BUS 202

Alternate years: offered 2014–2015

BUS 371, 372 Intermediate Accounting I, II

3 Credits each F, S

A two-course examination of financial accounting issues. BUS 371 focuses on accounting theory, FASB's conceptual framework, GAAP and IFRS presentations for financial statements. BUS 372 examines time-value of money applications, liabilities, leases, pensions and post-retirement obligations, stockholders' equity, earnings per share, accounting changes, correcting accounting errors and comprehensive statements of cash flows.

Prerequisites for BUS 371: BUS 202; *Prerequisites for BUS 372:* BUS 371

BUS 381 Federal Tax Accounting I

3 Credits F

Introduction to the federal tax structure, emphasizing accounting for personal income taxes, including preparation of individual income tax returns. Highlights working with tax law, determining personal and dependency exemptions, gross income, deductions, losses, depreciation and tax credits.

Prerequisites: BUS 202

BUS 382 Federal Tax Accounting II

3 Credits S

Emphasizes accounting for preparing corporate, partnership, gift, estate, and trust returns. Focuses on corporate operating rules, organization, capital structure, distributions, S Corporation limitations, exempt entities, and tax administration and practice.

Prerequisites: BUS 202

Alternate years: offered 2013–2014

BUS 385 Cost Accounting

3 Credits F

Preparation and utilization of financial information for internal management purposes with emphasis placed on cost behavior, cost determination, and the development of information for planning and control purposes.

Prerequisites: BUS 202 and MATH 200

Alternate years: offered 2014–2015

BUS 400 Advanced Accounting

3 Credits S

Accounting for partnerships, business combinations, state and local governments, private not-for-profit organizations and other selected topics.

Prerequisites: BUS 372 or permission of instructor

BUS 405 Auditing

3 Credits S

Theory and practice of auditing: the techniques, standards, legal environment and ethics of the public accounting profession. Emphasis on the study of internal controls, and compliance and substantive tests of functional cycles within the firm, audit reports, accounting and review services, and other attestation services.

Prerequisites: BUS 372

BUS 412 Professional Selling

3 Credits S

Designed to develop student interaction and business skills with strategies relating to the personal selling side of marketing. Emphasis is placed on business-to-business and consumer selling strategies, as these skills are also applicable to retail selling and may be beneficial in enhancing skills necessary for selling ideas within the business, workplace, community at large or society in general.

Prerequisites: BUS 300 and 310, or permission of instructor

BUS 414 Consumer Behavior

3 Credits F

A study of purchasing patterns and habits of consumers (individual and business) from both societal and psychological sides; increases student understanding of how businesses develop marketing plans to appeal to recognized consumer needs, wants and characteristics. Emphasis is placed on observations in the retail environment including cultural, societal and personal preferences.

Prerequisites: BUS 300 and 310, or permission of instructor

BUS 416 Advertising

3 Credits F

A study of the wide varieties of non-personal ways an organization communicates with customers and other stakeholder groups. Primary emphasis is placed on traditional paid media. Internet and social media options are also reviewed, along with alternative advertising vehicles such as brochures, direct mail and point-of-sale contacts. Course content includes a review of the planning, design and production processes, as well as sample communications as an essential part of the learning process.

Prerequisites: BUS 300 and 310, or permission of instructor

BUS 420 Human Resource Management

3 Credits F, S

Personnel administration from a managerial perspective including recruitment, training and development, performance appraisal, compensation and motivation, employee/management relations, and various legal and regulatory issues.

Prerequisites: BUS 300

BUS 422 Entrepreneurship

3 Credits S

Emphasizes general principles of entrepreneurship and small business management for students interested in developing their own businesses. Provides practical experience through service-learning, written and oral reports.

Prerequisites: BUS 200 or 202, 300, 310, and junior or senior standing

BUS 430 Investments

3 Credits F

Introduction to security selection and portfolio management in global financial markets, including the theoretical and practical aspects of asset allocation and stock and bond valuation.

Prerequisites: BUS 202 or permission of instructor

Alternate years: offered 2014–2015

BUS 448 Financial Statement Analysis

3 Credits S

Capstone course for the finance emphasis focusing on strategic issues such as capital budgeting, the cost of capital, capital structure, dividend policy, and debt and equity financing. Case studies are used to develop analytical skills and enhance student understanding of the practical application of financial theory.

Prerequisites: BUS 320

BUS 468 Contemporary Issues in Business

3 Credits S

A senior seminar for the marketing, organization management and international commerce emphases designed to help students integrate knowledge from general education, major and emphasis courses with current professional issues. Focus placed on issues such as international marketing, employee relations and other cross-cultural concerns; effects of cross-country financial, legal, political, media and transportation variations; interpersonal vs. virtual work environments; e-commerce; professional ethics; adapting and strengthening corporate culture in dynamic environments; and integrating functional and geographic business strategies.

Prerequisites: senior standing in the business administration major or permission of instructor

BUS 478 Strategic Management

3 Credits F, S

Seminar-style capstone course for business administration majors that integrates the functional areas of business (accounting, finance, management and marketing) through analysis, forecasting and developing solutions to complex business scenarios. Uses a combination of readings, discussion, case studies and a team-based computer simulation to focus on managing strategically and responsibly.

Prerequisites: BUS 300, 310, 320, 330, 340, 350 and senior standing; or permission of instructor

BUS 480 Internship

3 Credits F, I, S

BUS 490 Independent Study

3 Credits F, I, S

BUS 491 Research

3 Credits F, I, S

BUS 499 Honors Project

3 Credits F, I, S

EDUCATION *and* TEACHER EDUCATION PROGRAM (TEP)

MAJORS

Liberal Studies (PreK–6)

TEACHER CERTIFICATION

Elementary (PreK–6)

Secondary (6–12)

Designated Disciplines (PreK–12)

Bridgewater College provides a state-approved program for the preparation of elementary and secondary teachers. Candidates who successfully complete this program and pass the PRAXIS I Mathematics, Virginia Communications and Literacy Assessment (VCLA), Reading for Virginia Educators (PreK–6 only) and PRAXIS II within individual content certification areas receive licensure in Virginia and may receive initial licensure to teach in many other states through reciprocal certification contracts.

The elementary education program prepares the candidate to teach in PreK–6 (PreKindergarten through grade 6). The secondary education program prepares candidates to teach grades 6–12 in the following content areas: Career Technical-Family and Consumer Science, Computer Science, English, History and Social Studies, Mathematics, Science-Biology, Science-Chemistry, and Science-Physics. The following are PreK–12 licensure areas: English as a Secondary Language, Foreign Language (French, Spanish), Health and Physical Education, Music (Instrumental or Vocal), Theater Arts, and Visual Arts. Candidates may also seek an add-on endorsement in Algebra I and Driver Education.

Program Transition Points

1. Pre-Admission
2. Admission to the TEP
3. Candidacy and Admission to Field Experiences
4. Admission to Student Teaching
5. Program Completions Status
6. Alumni

Admission to the Teacher Education Program (TEP)

Candidates who already hold a bachelor's degree and are seeking to fulfill requirements for certification and licensure must adhere to the same requirements as degree seeking candidates. Candidates pursuing teacher licensure may enroll in EDUC 140, 200, 201/215 and 316 while in the process of applying for admission to the TEP.

The following requirements must be met for the interview for admission to the Bridgewater College TEP and maintained to continue participation:

1. Achieve an overall grade point average of 2.5 or better;
2. Pass the Virginia Communication and Literacy Assessment (VCLA); in addition, pass the PRAXIS I Mathematics (178) or be exempt based on SAT/ACT scores or meet one of the TEP PRAXIS I Mathematics options;
3. Complete an application for admission to the TEP;

4. Receive positive recommendations from a TEP faculty member, the academic advisor, the dean of students and at least one outside reference;
5. Verify previous work or volunteer experience with youth;
6. Be interviewed and recommended for admission by a departmental faculty member; and
7. Be approved by the director of the TEP.

Please note that application to the TEP is the first step to becoming a teacher. In order to proceed, you will need to apply separately to student teaching.

Admission to the TEP Field Experiences

Candidates who already hold a bachelor's degree and are seeking to fulfill requirements for certification and licensure must adhere to the same requirements as degree seeking candidates. Candidates may enroll in EDUC 201/215 if they have:

1. Achieved an overall grade point average of 2.5 or better;
2. Taken the PRAXIS I Mathematics (178) or were exempt based on SAT/ACT scores or met one of the TEP PRAXIS I Mathematics options;
3. Completed an application for admission to the TEP; and
4. Set a time-frame to have the Virginia Communications and Literacy Assessment passed.

Candidates pursuing teacher licensure may not be enrolled in education courses at the 300 level which have EDUC 300 level field experiences (EDUC 302, 303, 304, 305 and 307) until they have been admitted to the TEP. In addition, they must:

1. Have maintained the requirements set for admission to the TEP;
2. Have continued to advance in knowledge, skills and dispositions in general education, content area major, and TEP courses and experiences; and
3. Have met the prerequisites of the EDUC course as outlined in this catalog.

Admission to Student Teaching

Candidates seeking to be admitted to student teaching must complete an application for student teaching in the spring semester of the year prior to student teaching. Application materials and an application checklist are available through the TEP office. Candidates must have the support of their content major department as part of the process of admission to student teaching. In addition to a major, the candidate must have a grade of "C" or better in all education classes to continue in the TEP. Further, candidates must:

1. Have maintained the requirements set for admission to the TEP;
2. Have continued to advance in knowledge, skills and dispositions in general education, content area major, and TEP courses and experiences;
3. Have completed all professional education courses with a grade of "C" or higher;
4. Complete the Student Teaching Application which includes a plan to have taken the PRAXIS II Content Area Assessment and Reading for Virginia Educators (RVE) prior the start of student teaching;
5. Have a signed Content Area Support for Student Teaching form from the department chair of the candidate's content major;
6. Have demonstrated dispositions of personal and professional behaviors that support student learning and/or the performance of other professional responsibilities as measured by field experience evaluations by classroom clinical faculty and Bridgewater's TEP supervisors.
7. Meet with the director of the TEP for an interview to discuss placement options within the 60-mile radius from Bridgewater College.

Criteria for Application for Certification and Licensure to the Commonwealth of Virginia Department of Education Licensure

Candidates who already hold a bachelor's degree and are seeking to fulfill requirements for certification

and licensure must adhere to the same requirements as degree seeking candidates. Candidates who have successfully completed student teaching (EDUC 460, 465 or 470) and who have met all the College requirements for graduation may make application for Teacher Licensure Certification. Candidates must be program completers before the College can recommend them for licensure. The awarding of certification and licensure is granted by the Virginia Department of Education (doe.virginia.gov/teaching/licensure). In order to be considered a program completer, and be recommended for certification and licensure a candidate must have done the following:

1. Completed all professional education EDUC courses with a grade of "C" or higher;
2. Completed CIS 103 with a grade of "C" or higher or received credit through examination for CIS 103;
3. Completed all field experiences and EDUC 380 with a grade of "C" or higher, and completed student teaching with a grade of "S";
4. Completed the following courses with a grade of "C" or higher: ENG 110; MATH 105 and 115 or MATH 107 or higher; COMM 100; and ES 105;
5. Successfully passed the PRAXIS I Mathematics, VCLA, PRAXIS II Content Area Assessment and RVE (elementary licensure);
6. Completed the Child Abuse modules as required by VA-DOE;
7. Completed all requirements for the B.S. or the B.A. degree;
8. Maintained an overall GPA of 2.5 or higher; and
9. Completed all required paperwork for application for licensure and provided a check or money order for the cost of processing.

Dismissal from the TEP

The TEP may issue a warning or dismiss a candidate from the program for failure to meet, satisfy, or demonstrate satisfactory performance in one, or more, of the following area:

1. The candidate fails to maintain the requirements set for in admission to the TEP;
2. A school determines that the candidate has behaved unprofessionally in a field experience;
3. The candidate lacks the ability to communicate and work effectively with peers, school personnel and PreK–12 students;
4. The candidate's behavior is deemed professionally inappropriate by school personnel, BC TEP supervisors or other BC faculty;
5. The candidate fails to meet the legal requirements and professional expectations as set forth by the Virginia Department of Education Teacher Licensure Regulations;

Procedure for Warning and Dismissal from the TEP

1. Once notified of the incident, the elementary or secondary coordinator will meet with the candidate and his/her academic advisor to review the complaint/incident. The coordinator may consult with a course instructor, a BC TEP supervisor, a school administrator or a classroom teacher to gather further information. The coordinator will then make a written recommendation to the candidate and to the director of TEP. A copy of this recommendation will be placed in the candidate's TEP file.
2. Upon receipt of the recommendation, the director of the TEP will call a meeting with the candidate, his/her academic advisor and the appropriate coordinator to review the incident and may choose to warn or dismiss the candidate from the program. The director notifies the candidate in writing of the decision.
3. If the candidate is dismissed and is presently in a field experience, the director of the TEP will notify the appropriate school personnel of the dismissal.
4. A candidate who receives a warning or is dismissed may make an appeal following the College policy as found at bridgewater.edu/student-life/grievance-procedures/academics.

Technology Competencies

Candidates seeking certification to teach are required to meet all minimum technology competencies identified by the Virginia Department of Education. All courses in the education department emphasize the use of instructional technology in preparing teachers for today's schools. Candidates must satisfy these competencies by placing out of CIS 103 through examination or completing CIS 103 with a grade of "C" or higher.

Education Curriculum

All candidates admitted to the TEP must take required education courses outlined for their endorsement/program level. These courses have been designed to meet the professional competencies outlined in the Virginia Department of Education Licensure Regulations for School Personnel and Technology Standards for Instructional Personnel guidelines, effective Sept. 21, 2007. Transfer candidates should meet with a member of the education department upon arrival at Bridgewater in order to plan their education course sequence. *Note: Field experiences are developmental and sequential and should be taken in separate semesters, unless approved by the director of the TEP and the TEP faculty member teaching the concurrent course.*

Elementary Education (PreK–6)

Candidates seeking licensure to teach in the elementary schools are strongly encouraged to choose the liberal studies major. This will ensure that the student has met the state competencies as listed in the Virginia Licensure Regulations for School Personnel. Knowledge in the core content areas of the Virginia Standards of Learning and the ability to teach these areas is required for today's elementary teachers.

Liberal Studies

Since the liberal studies major is linked to teacher licensure, all requirements (major and education courses) must be met prior to graduation. **A candidate cannot graduate with this major and then return to complete student teaching.**

The following courses are required for the liberal studies major. See course description in appropriate department listings:

| | |
|------------------|---|
| ENG 275 -or- | Grammar, Style and Editing |
| ENG 300 | Linguistics |
| ENG 315 | Teaching Writing |
| ENG 345 | Literature for Children |
| MATH 105 | Math Theory and Computation I |
| MATH 115 | Math Theory and Computation II |
| MATH 200 | Introduction to Statistics |
| HIST 201 | History of the United States to 1877 |
| HIST 202 | History of the United States since 1877 |
| GEOG 340 | Regional Geography |
| BIOL 100 | The Nature of the Biological World |
| PHYS 110 -or- | Introductory Astronomy |
| PHYS 125 | Concept of Physics |
| FCS 400 -or- | Child Growth and Development |
| FCS 408 | Parent and Child Relationships |

Professional Education Course Requirements for Teacher Candidates

Elementary Education (PreK–6) Licensure

| | |
|----------|---|
| EDUC 140 | Introduction to Foundations of American Education |
| EDUC 200 | Psychology of Education and Development |

| | |
|----------|---|
| EDUC 215 | Diversity in the Classroom |
| EDUC 201 | Field Experience I (<i>concurrent with EDUC 215</i>) |
| EDUC 316 | Strategies for Teaching Mathematics in the Elementary Classroom |
| EDUC 330 | Early Literacy |
| EDUC 302 | Field Experience II (<i>concurrent with EDUC 330</i>) |
| EDUC 332 | Intermediate Literacy |
| EDUC 370 | Classroom Management (Elementary) |
| EDUC 303 | Field Experience III (<i>concurrent with EDUC 370</i>) |
| EDUC 380 | Practicum in Current Teaching Techniques |
| EDUC 406 | Curriculum and Instruction for the Elementary Classroom (<i>semester before student teaching</i>) |
| EDUC 304 | Field Experience IV (<i>concurrent with EDUC 406</i>) |
| EDUC 450 | Seminar in Educational Philosophies (<i>semester before student teaching</i>) |
| EDUC 470 | Professional Student Teaching |
| CIS 103 | Introduction to Computing |
| GEOG 340 | Regional Geography |

Secondary Education (6–12) Licensure

| | |
|----------|--|
| EDUC 140 | Introduction to Foundations of American Education |
| EDUC 200 | Psychology of Education and Development |
| EDUC 215 | Diversity in the Classroom |
| EDUC 201 | Field Experience I (<i>concurrent with EDUC 215</i>) |
| EDUC 334 | Literacy in the Content Area |
| EDUC 302 | Field Experience II (<i>concurrent with EDUC 334</i>) |
| EDUC 370 | Classroom Management (<i>PreK–12 and Secondary</i>) |
| EDUC 303 | Field Experience III (<i>concurrent with EDUC 370</i>) |
| EDUC 380 | Practicum in Current Teaching Techniques |
| EDUC 412 | Curriculum and Instruction for the Secondary Classroom (<i>semester before student teaching</i>) |
| EDUC 304 | Field Experience IV (<i>concurrent with EDUC 412</i>) |
| EDUC 450 | Seminar in Educational Philosophies (<i>semester before student teaching</i>) |
| EDUC 470 | Professional Student Teaching |
| CIS 103 | Introduction to Computing |

Theatre Arts Education Licensure (PreK–12)

The same education course sequence as for secondary. Also, refer to the communication studies department section of this catalog for the required theatre course sequence.

Visual Arts Education Licensure (PreK–12)

The same education course sequence as for secondary licensure.

Foreign Language Education Licensure (PreK–12)

The same education course sequence as for secondary licensure.

Music Education (Vocal and Instrumental) Licensure (PreK–12)

Refer to the music department section of this catalog for the education course sequence.

Health and Physical Education Licensure (PreK–12)

The same education course sequence as for secondary licensure except EDUC 412. Also refer to the health and physical education major in the health and human sciences department section of this catalog.

English as a Second Language—ESL (PreK–12)

For ESL certification, the following courses are required in addition to the major and the education courses listed for either the elementary or secondary licensure.

| | |
|---------------------|--|
| COMM 100 | Oral Communication |
| EDUC 330 | Early Literacy |
| EDUC 302 | Field Experience II (<i>concurrent with EDUC 330</i>) |
| EDUC 332 | Intermediate Literacy |
| -or- | |
| EDUC 334 | Content Area Literacy |
| ENG 110 | Effective Writing |
| ENG 275 | Grammar, Style and Editing |
| ENG 300 | Linguistics |
| ENG 315 | Teaching Writing |
| EDUC 215 | Diversity in the Classroom |
| EDUC 201 | Field Experience I (<i>concurrent with EDUC 215</i>) |
| EDUC 406 | Curriculum and Instruction for the Elementary Classroom |
| EDUC 304 | Field Experience IV (<i>concurrent with EDUC 406</i>) |
| ENG/FREN/SPAN 317 | ESL and Foreign Language Teaching |
| EDUC 307 | Practicum in Current Teaching Techniques for Elementary ESL (<i>concurrent with ENG/FREN/SPAN 317</i>) |
| FREN/SPAN 6 credits | |
| EDUC 460 | Professional ESL Student Teaching for Secondary (6–12) |
| EDUC 465 | Professional Student Teaching for Elementary Dual Endorsement |

Add-On Endorsement Options to the Initial Licensure Area:

Algebra I

Refer to the mathematics and computer science department for required coursework (page 169).

Driver’s Education

Refer to the health and human sciences department section (page 133).

COURSES

EDUC 140 Introduction to Foundations of American Education 3 Credits F, I, S

Helps candidates determine if teaching is their career of choice. Emphasis on the historical, sociological and pedagogical foundations of American public education, as well as culturally responsive pedagogy with academically, culturally and linguistically-diverse populations. The Virginia Technology Standards for Instructional Personnel are introduced, and candidates explore 21st century trends in PreK–12 school reform, including the analysis of data on American schools and students.

EDUC 200 Psychology of Education and Development 3 Credits F, S

Surveys principles of development, learning and evaluation as it relates to the educational process. Emphasis on understanding the physical, social, emotional and intellectual aspects of human development. Taught from a community of learning perspective and breaks down learning theory according to the frame of six schools of learning: developmentalists, behaviorists, information processors, cognitivists, social cognitivists and constructivists. Integration of learning theory into practice and basic understanding of informal, formative and summative assessment is taught. Introduction of the Bridgewater College Teacher Education Lesson Plan occurs within this course.

EDUC 201 Field Experience I 1 Credit F, S

Ten-hour field experience in an elementary, middle or secondary school setting with an academically, culturally or linguistically diverse student population.
Concurrent enrollment in EDUC 215

EDUC 215 Diversity in the Classroom

3 Credits F, S

Explores academic, cultural and linguistic diversity, with an emphasis on appropriate and effective strategies for instructing these diverse learners in inclusive classroom settings.

Prerequisites: minimum 2.5 GPA, application to the TEP, have taken PRAXIS I, have taken or registered for the Virginia Communications and Literacy Assessment (VCLA) and concurrent enrollment in EDUC 201

EDUC 302 Field Experience II

1 Credit F, S

Twenty-hour field experience in a local school with a focus on literacy. Elementary placements include working with an emergent reader, constructing lesson plans and exploring assessment methods. PreK–12 and secondary placements focus on middle and high school literacy development within the candidates' content area, including vocabulary development; literal, interpretive, critical and evaluative comprehension; and critical thinking and writing strategies. Section 1 is for elementary candidates and Section 2 is for secondary candidates.

Prerequisites: admission to the TEP and concurrent enrollment in EDUC 330 (PreK–6) or EDUC 334 (6–12, PreK–12)

EDUC 303 Field Experience III

1 Credit F, S

Twenty-hour field experience in a local school. Provides pre-service candidates with opportunities to apply theoretical knowledge of EDUC 370 in classroom settings. Reports, reflections and/or journal entries required as assigned. Candidates are expected to actively engage in teaching, co-teaching or assist the classroom teacher. Section 1 is for elementary candidates and Section 2 is for secondary candidates.

Prerequisites: admission to the TEP and concurrent enrollment in EDUC 370

EDUC 304 Field Experience IV

1 Credit F, S

Ten+ hours field experience designed to coincide with EDUC 406 or 412 in order to provide candidates with direct experience in planning and instructional strategies taught in the curriculum courses. The role of the candidate is to assist and/or co-teach in a classroom setting. The candidate is evaluated on professional dispositions and teaching effectiveness. Section 1 is for elementary candidates and Section 2 is for secondary candidates.

Prerequisites: admission to the TEP, taken concurrently with EDUC 406 or 412, or permission of instructor

EDUC 305 Field Experience V

1 Credit F, S

Twenty-hour optional observational and participatory experience occurring in an elementary, middle or secondary school or in a related setting. Related readings, reflection and a journal of the experience.

Prerequisites: admission to the TEP

EDUC 307 Practicum in Current Teaching Techniques for Elementary ESL

2 Credits F

Forty-hour intensive field experience immersed in the elementary ESL school environment for the prospective ESL teacher. While working on developing an understanding of the whole child, emphasis is placed on identifying and meeting the needs of students who are engaged in becoming acclimated to living in a culture other than their native one and learning English; identifying and continuing to develop classroom management techniques in preparation for the student teaching experience; and beginning to plan and create SOL based lesson plans.

Prerequisites: admission to the TEP and concurrent enrollment in ENG/FREN/SPAN 317

Note: Cannot be taken simultaneously with more than one other EDUC field experience.

EDUC 316 Strategies for Teaching Mathematics in the Elementary Classroom

3 Credits F, S

Provides prospective teachers in grades PreK–6 with the knowledge, skills and understanding to implement effective mathematics instruction. Emphasizes the teaching and learning process to enable students to develop appropriate mathematics skills, attitudes and concepts. Topics include national and state mathematics standards, assessment, diagnostic and remedial strategies, the use of manipulatives, the use of educational technology and the role of mathematics in culture and society. Required for PreK–6 licensure only.

EDUC 330 Early Literacy

3 Credits F, S

Theory and practice related to readers at emergent and beginning stages. Includes discussion of the complex

factors involved in literacy acquisition at the elementary level with a focus on phonemic awareness, phonics, vocabulary, beginning fluency and comprehension. Explorations of assessment methods and strategies for teaching diverse learners, including English language learners, are emphasized.

Prerequisites: admission to the TEP and concurrent enrollment in Section 1 of EDUC 302

EDUC 332 Intermediate Literacy

2 Credits F, S

Theory and practice related to readers at the intermediate stage. Includes discussion of the complex factors involved in literacy acquisition at the intermediate level with a focus on reading in the content areas, stages in the writing process, vocabulary, fluency and comprehension. Explorations of assessment methods and strategies for teaching diverse learners, including English language learners, are emphasized.

Prerequisites: EDUC 330 and admission to the TEP

EDUC 334 Literacy in the Content Area

2 Credits F, S

Helps secondary education candidates describe and develop effective content literacy strategies for academically, culturally and linguistically diverse 6–12 students. Candidates use their content area curriculum to enhance literacy development including: vocabulary development; literal, interpretive, critical and evaluative comprehension; critical thinking; writing strategies; and listening and speaking skills.

Prerequisites: admission to the TEP, junior standing, and concurrent enrollment in Section 2 of EDUC 302

EDUC 370 Classroom Management

3 Credits F, S

Effective and efficient management of time, space and resources including lessons and classroom behaviors are examined as a means of promoting learning. Candidates develop a management plan that is inclusive, respectful and based upon current theory and practice. Effective organization and communication techniques are stressed.

Prerequisites: admission to the TEP and concurrent enrollment in EDUC 303

EDUC 380 Practicum in Current Teaching Techniques

3 Credits I, Sum

Three-week, full-day, field practicum taken immediately before student teaching. Candidates teach in a grade-level range different from their student teaching placement, but within their range of licensure and certification. Candidates teach a minimum of two times, participate in all professional activities of their classroom cooperating teacher and engage in reflective seminars back on campus or through online delivery.

Prerequisites: admission to the TEP, successful completion of EDUC 370/303 and taken in the Interterm or summer before student teaching

Note: Those seeking ESL certification take this course the junior year but after having taken EDUC 370/303.

EDUC 406 Curriculum and Instruction for the Elementary Classroom

3 Credits F, S

Instructional practice in the elementary school. Strategies for effective teaching of content based on Virginia Standards of Learning (PreK–6) with particular emphasis given to science and social studies. Planning to meet instructional needs of diverse learners, integration of technology, assessment and communication with caregivers and stakeholders are stressed. Taken in the semester immediately prior to student teaching.

Prerequisites: admission to the TEP, taken the semester before student teaching and concurrent enrollment in Section 1 of EDUC 304

EDUC 412 Curriculum and Instruction for the Secondary Classroom

3 Credits F

Instructional practice, management and evaluation appropriate for the secondary classroom. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content area standards of the secondary Virginia Standards of Learning. Strategies for using educational technology, as well as working with ESL students, are included. Emphasis on accommodation and differentiation of instruction as well as the professional association standards of each content area. Taken in the semester immediately prior to student teaching. For those candidates student teaching in the fall semester, it is taken the fall prior to student teaching.

Prerequisites: admission to the TEP, taken the semester before student teaching and concurrent enrollment in Section 2 of EDUC 304

EDUC 450 Seminar in Educational Philosophies

1 Credit F, S

Seminar style course with interactive learning. Focuses on the philosophical foundations underlying teaching. A personal educational philosophy is developed. The philosophical and sociological foundations of instructional design based on assessment data, as well as the relationships among assessment, instruction and monitoring students to include students' performance measures in grading practices in curriculum, are stressed. Emphasis placed on professional growth. Candidates develop various personal skills and resources, including the development of an educational portfolio, for obtaining employment in the education field.

Prerequisites: admission to the TEP and taken in the semester prior to student teaching

EDUC 460 Professional ESL Student Teaching for Secondary (6–12)

4 Credits I

Eight-week student teaching field experience for the ESL endorsement involving instructional planning, observation and teaching. Supervised by the classroom cooperating teacher and a college supervisor.

Provides Candidates seeking an ESL endorsement an opportunity to teach at the secondary level in an ESL environment. Candidates are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community.

Prerequisites: admission to the TEP and completion of all coursework in the ESL certification and TEP

EDUC 465 Professional Student Teaching for Elementary Dual Endorsement

12 Credits F, S

Ten-week student teaching field experience for the ESL endorsement involving instructional planning, observation and teaching. Supervised by the classroom cooperating teacher and a college supervisor.

Candidates are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community.

Prerequisites: EDUC 460 and seeking ESL endorsements with PreK–6, 6–12, PreK–12 content area endorsements

EDUC 470 Professional Student Teaching

13 Credits F, S

Fifteen-week final field experience involving instructional planning, observation and teaching. Supervised by the classroom cooperating teacher and a college supervisor. Candidates are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community.

Prerequisites: admission to the TEP, admission to student teaching and completion of all coursework in the TEP

EDUC 480 Internship

3 Credits F, I, S

EDUC 490 Independent Study

3 Credits F, I, S

EDUC 491 Research

3 Credits F, I, S

EDUC 499 Honors Project

3 Credits F, I, S

Related Courses:**SPED 323 American Sign Language, Part I**

3 Credits F, S

Introduction to the fundamental elements of American Sign Language. Emphasis placed on development of basic expressive and receptive skills, deaf culture and history of ASL via lecture, video presentation and interactive dyads. Not required for education licensure program.

No prerequisites: open to all BC students

SPED 324 American Sign Language, Part II

3 Credits F, S

Emphasis on grammar, syntax and advanced lexicon of ASL. Continuance of receptive/expressive skills development and deaf culture sensitivity. Minimum of 10 observation/volunteer hours in deaf community. Student presentation in ASL required. Not required for education licensure program.

Prerequisites: SPED 323 or permission of instructor

ENGLISH

MAJORS

English

- Language and Literature
- Literary Studies
- Writing

MINORS

English

CONCENTRATIONS

American Studies

Students majoring in English engage in close study of a wide range of literature, from traditionally valued American and English works to new literature representing many cultures. They may also choose among many writing courses to develop their talents in exposition and analysis and to do creative work. English majors typically develop their skills in writing, speech and research, as well as their analytical and aesthetic judgments as readers. Their study of both the historical development and current usage of the English language helps them to become effective writers and editors.

The English major is a good basis for further graduate study in literature or writing and for professional careers in law, government, the ministry and all levels of education. It also prepares students for work in journalism and for entrepreneurial, managerial and executive work requiring skill in oral and written communication. Such fields as public relations, marketing, personnel management, sales and leadership in non-profit agencies have also welcomed English majors. The American studies concentration offers students the opportunity to explore American culture from an interdisciplinary perspective while introducing them to a growing international academic field.

Alumni of Bridgewater College's English program currently work in a diversity of fields. Recent alumni include a director of a studies abroad program, an author of graphic novels, lawyers, technical writers, grant writers, librarians, teachers of English as a second language, as well as sportswriters, reporters, editors and other journalists, and teachers at elementary, secondary and college levels.

Majoring in English can lay the foundation for rich lifelong reading and writing experiences as well as prepare students for a variety of careers.

ENGLISH MAJOR

Requires the bachelor of arts degree. Consists of a minimum of 39 credit hours and includes eight core courses (totaling 24 credit hours), plus five elective courses (totaling 15 credit hours). In selecting the five elective courses, majors choose one of three tracks (writing, literary studies, or language and literature).

Core Courses:

24 credit hours consisting of the following eight courses:

- | | |
|---------|---------------------------------|
| ENG 200 | Introduction to English Studies |
| ENG 310 | Professional Writing |

| | |
|---------|------------------------------------|
| ENG 330 | Shakespeare |
| -or- | |
| ENG 400 | Seminar in a Major Literary Figure |
| ENG 401 | American Literature I |
| ENG 402 | American Literature II |
| ENG 405 | English Literature I |
| ENG 406 | English Literature II |
| ENG 450 | Senior Seminar |

Track 1—Writing

Core plus five courses numbered 250–324

Track 2—Literary Studies

Core plus five courses numbered 325 or above

Track 3—Language and Literature

Core plus five courses numbered 201 and above

ENG 480, 490 and 499 may count as electives in any of the three tracks for the English major.

ENGLISH MINOR

Consists of a minimum of 21 credit hours. The following courses are required:

| | |
|---------|---------------------------------|
| ENG 200 | Introduction to English Studies |
| ENG 401 | American Literature I |
| -or- | |
| ENG 402 | American Literature II |
| ENG 405 | English Literature I |
| -or- | |
| ENG 406 | English Literature II |

One 300-level writing course chosen from ENG courses numbered 310 to 324

In addition to these four required courses, students minoring in English choose at least three elective courses from departmental offerings.

AMERICAN STUDIES CONCENTRATION

Consists of 12 credit hours from the following courses:

| | |
|---------|----------------------------------|
| ENG 224 | Introduction to American Studies |
|---------|----------------------------------|

Arts and Literature

Choose one course from the following:

| | |
|----------|------------------------|
| ENG 220 | American Folklore |
| ENG 390 | Southern Literature |
| ENG 401 | American Literature I |
| ENG 402 | American Literature II |
| MUS 232 | American Music |
| MUS 233 | Jazz in America |
| COMM 230 | Mass Media and Society |

Multiculturalism, Ethnicity, Class and Gender

Choose one course from the following:

| | |
|----------|--|
| ENG 221 | Images of the "Folk" in Literature |
| ENG 231 | The Image of the American Indian in Literature |
| ENG 243 | Native American Literature and Culture |
| HIST 340 | American Indian History |
| SOC 228 | Racial and Ethnic Studies |

History and Culture

Choose one course from the following:

| | |
|----------|--|
| ECON 310 | U.S. Economic and Business History |
| ENG 222 | American Lives |
| HIST 201 | History of the United States to 1877 |
| HIST 202 | History of the United States since 1877 |
| HIST 365 | Foundations of American Religion |
| HIST 462 | History of the United States South |
| SOC 238 | Introduction to Material Culture Studies |

Any ENG course numbered 325 to 400 will satisfy the general education literature requirement.

COURSES

ENG 110 Effective Writing

3 Credits F, S

Introduction to academic expository and argumentative writing, with a focus on developing rhetorical skills and practices appropriate to a range of disciplines. Instruction in ethical use of material from sources and academic documentation systems. Supplementary writer's workshop required, based on placement.

General education: core skills

ENG 131 News Practicum (Cross-listed as COMM 131)

1 Credit F, I, S

Skills-and-theory class that applies critical thinking to discuss and solve practical problems in news media production. Prepares students for the convergence of media, providing practical experience in multi-platform media writing and production, including print, radio, TV and web journalism. Work includes approximately three hours outside the class and one hour inside each week. May be repeated for a total of 3 credits.

ENG 141 Yearbook Practicum (Cross-listed as COMM 141)

1 Credit F, S

Teaches students the process of book production through active participation in all stages of producing *Ripples*, the college yearbook. Student work is contracted on an individual basis. May be repeated for a total of 3 credits.

Prerequisites: permission of instructor

ENG 200 Introduction to English Studies

3 Credits F

An introductory methods course for English majors and minors. Surveys a variety of rhetorical and critical theories, their terminology and their application to a variety of texts in different genres. Modes of writing for diverse audiences are also practiced.

ENG 215 Science Fiction and Contemporary Issues

3 Credits I

Examines science fiction from a variety of perspectives in both written and film media. Concentrates on defining characteristics of humanness: physical, mental and spiritual. May include such topics as the role of a creator, evolutionary changes and technological innovation, to discuss ethical responsibilities and limitations.

Prerequisites: ENG 110

ENG 216 Movies from Literature and as Literature

3 Credits I

Introduction to the literary aspects of film. Some analyses cover movies derived from fiction, such as *Tom Jones*, and some treat movies without prior literary source but with a distinguished director, such as John Ford. An examination of the social role of film is included.

Prerequisites: ENG 110

ENG 217 Literary Heroes in Popular Culture (Cross-listed as COMM 217)

3 Credits I

Examines characters invented first in books and periodicals but known popularly for their incarnations in other 20th century media. Characters covered are Sherlock Holmes, Tarzan, Zorro and James Bond.

Begins with original texts and moves to popular manifestations.

Prerequisites: ENG 110

ENG 218 History of Motion Picture (Cross-listed as COMM 218) 3 Credits I

By examining key people, ideas and techniques, the course presents an historical survey of the development of the motion picture into an art form. Students are required to attend on-campus screenings.

Prerequisites: ENG 110

ENG 219 Filming the Middle Ages 3 Credits I

Examines the role of the Middle Ages in contemporary pop culture as expressed in films. Readings include selections from film and cultural theory as well as appropriate medieval historical and literary texts. Films might include works such as Bergman, *The Seventh Seal*; Bresson, *The Messenger*; Boorman, *Excalibur*; Fuqua, *King Arthur*; Gilliam and Jones, *Monty Python and the Holy Grail*; and Scott, *Kingdom of Heaven*.

Prerequisites: ENG 110

ENG 220 American Folklife 3 Credits F

Explores the role played by traditional American culture, including music, narrative, medicine, vernacular architecture, and folk art and craft. Much of the course concentrates on the folk culture of the Shenandoah Valley.

Prerequisites: ENG 110

General education: United States

Alternate years: offered 2013–2014

ENG 221 The Images of "Folk" in Literature 3 Credits F

Introduces students to the concept of folk groups and the ways they have been represented to mainstream cultures through the media of film and literature. Explores literature in conjunction with viewing of film and television depictions of "the folk" as well as documentary films made by folklorists.

Prerequisites: ENG 110

General education: United States

Alternate years: offered 2014–2015

ENG 222 American Lives 3 Credits I

Studies a range of autobiographical writings in the context of American culture, focusing on individual lives as they intersect with U.S. social history and lived experience. Readings and other source materials vary.

Prerequisites: ENG 110

General education: United States

ENG 223 Women in American Film 3 Credits I

An exploration of how images and ideals of American femininity have changed and/or been reinforced by film over time. Students read critical theory about gender studies and women's history, and apply these ideas to films from various American settings through a literary studies context, looking for what they reveal about how our society has changed over time. Films cover a wide range, including titles such as *All about Eve*, *Baby Boom*, *Pretty Woman*, *Thelma and Louise* and *Winter's Bone*.

Prerequisites: ENG 110

General education: United States

ENG 224 Introduction to American Studies 3 Credits F

Introduces students to the elements of American culture in the interdisciplinary manner of American studies. After gaining an understanding of the academic field itself, students explore the variety of ways to consider American culture including methodological and genre-based approaches.

General education: United States

ENG 225 Travel Writing 3 Credits I

Offers students personal experience among the cultures and natural environments of variable destinations, which provide the bases for their own original works in several modes of travel writing, including journalism, memoir, photo-essay and creative nonfiction. Contemporary issues of aboriginal rights, immigration, climate change, economic development, urban design, environmental conservation and ecotourism are

potential main subjects for analysis. Probable destinations include New Zealand, Scotland and Ireland, British Columbia and the American Southwest.

Prerequisites: ENG 110

General education: United States, Europe or global diversity (depending on destination)

ENG 227 Food Writing

3 Credits I

A writing workshop dedicated to writing about food. Topics covered include food blogs, restaurant reviews, experiences with trying new foods, recipes, experiences with food preparation and meal experiences.

Literary selections and film depictions of food writing are also discussed. Expenses for incidentals such as restaurant visits are the responsibility of each student.

Prerequisites: ENG 110

ENG 231 The Image of the American Indian in Literature

3 Credits I

Examination of the various ways in which American Indians have been portrayed in American literature and film. Juxtaposes a variety of visual images and literary depictions of American Indians from the early 19th century to the present with the realities of American Indian life and history. Emphasis on what these depictions reveal about American culture, its history and its values.

Prerequisites: ENG 110

General education: United States

ENG 235 Literature of Southern Africa

3 Credits I

Examines representative literature of Namibia, Botswana, South Africa and Mozambique to assess historical, cultural and literary importance, beginning with aboriginal expression, moving through the colonial period and the struggle of apartheid to the present.

Prerequisites: ENG 110

General education: global diversity

ENG 240 Russian Literature and Culture

3 Credits F

Study of major writers of 19th and 20th century Russian literature. Texts are read in English translation.

Some study of Russian culture is included.

Prerequisites: ENG 110

General education: global diversity

ENG 243 Native American Literature and Culture

3 Credits S

Anthropological survey of Native North American and Meso-American cultures, examining features such as traditional subsistence patterns, kinship structures, religious beliefs and practices, social and political structures, artistic expression and intellectual history. Focuses on the literary heritage of Native American cultures, beginning with the oral tradition and storytelling, and continuing on to the "Native American Renaissance," the proliferation of Native American authors and poets that began in the 1960s and continues to the present.

Prerequisites: ENG 110

General education: global diversity

Alternate years: offered 2014–2015

ENG 255 News and Media Writing (Cross-listed as COMM 255)

3 Credits F

Teaches students the basic skills of researching, investigating and writing in a variety of formats. Emphasis on identification of the writing structures used by contemporary media writers, and utilization of these structures in original pieces researched and written by the students.

Prerequisites: ENG 110

ENG 275 Grammar, Style and Editing

3 Credits S

Overview of what is traditionally called grammar, including syntax, mechanics, style, punctuation, spelling, vocabulary-building and proofreading for teaching writing at the elementary and secondary levels as well as for publication at a professional level. Develops competency in creation, analysis and editing of written English.

Prerequisites: ENG 110

ENG 300 Linguistics

3 Credits F

Linguistic analysis incorporating traditional grammar, phonology, syntax, sociolinguistics, morphology, semantics and historical linguistics (including the history of the English language).

Prerequisites: ENG 110

ENG 305 Journalism in the Information Age (Cross-listed as COMM 305)

3 Credits S

Builds on the skills-oriented approach of COMM 255 by putting theory behind the practice of writing. Through individual and group writing projects, students work toward understanding the increasingly complex definition of news, its blurring line with entertainment, and the dynamic interplay between technologies and audiences.

Prerequisites: ENG/COMM 255 or permission of instructor

Alternate years: offered 2013–2014

ENG 310 Professional Writing

3 Credits F

Advanced writing course in composing and revising essays, reviews and other texts for potential publication or other professional purposes. Explores rhetorical theory and analysis of rhetorical elements (audience, purpose, organization, style and so forth) of published texts, teaching application of this knowledge to students' own writing. Conducted as a writing workshop.

Prerequisites: ENG 110

ENG 311 Creative Writing

3 Credits F

Intensive workshop providing an opportunity to gain deeper insight into literary techniques and practices through the production of original short and longer works of fiction, poetry and drama, as well as creative expository forms. Students develop a single, but substantial, literary project unified by a common theme or themes. Group workshops and individual conferences provide extensive feedback and critical response as the student progresses through the project.

Prerequisites: ENG 110

ENG 312 Technical and Workplace Writing

3 Credits S

Advanced writing course in composing reports, proposals, instructions, brochures, digital information and other workplace documents. Principles of document design, strategies for incorporating graphic elements into texts and methods of editing are also emphasized.

Prerequisites: ENG 110

ENG 315 Teaching Writing

3 Credits S

Introduction to writing instruction for prospective teachers and writing center tutors from all disciplines. Incorporates current theoretical perspectives, applied linguistics, and research on the writing process to introduce classroom practices such as one-to-one conferencing, the writing workshop approach and teaching in computer classrooms.

Prerequisites: ENG 110

ENG 317 ESL and Foreign Language Teaching (Cross-listed as FREN/SPAN 317)

3 Credits F

Covers materials on instructional practice and student assessment as they relate to the teaching of English as a Second Language (ESL) and foreign languages. Material and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom. Taught in English. Required for students seeking ESL endorsement. Strongly recommended for students preparing to teach Spanish or French.

Prerequisites: ENG 110 and concurrent enrollment in EDUC 307

ENG 318 Writing in Electronic Environments

3 Credits F or S

Studies the nature of writing as it shaped by digital technologies, including desktop publishing, document design and electronic portfolios. Implications of these media for writing in both theory and practice are also emphasized.

Prerequisites: ENG 110

ENG 320 Writing Contemporary Poetry

3 Credits I

Both a writing workshop and a reading course, wherein students practice writing poetry as well as

examining poetry as a group and in consultation and comparison with practicing poets. A portion of the course is off campus at a location where editors and published poets congregate in a workshop setting. Typically, students spend four to six days at a central location such as New York City or Virginia Beach.

Prerequisites: ENG 110 or permission of instructor

ENG 322 Advanced Creative Writing

3 Credits F

Advanced workshop providing an opportunity to demonstrate literary techniques and practices through the production of original short and longer works of fiction, poetry and drama, as well as creative expository forms. Students develop a single, but substantial, literary project, defined by means of a contract with the instructor and unified by a common theme or themes. Advanced workshop students also lead group workshop discussions, providing and receiving extensive feedback and critical response as class members progress through their projects. Advanced students also explore the publishing market appropriate to their work and make a serious effort to secure publication in some form.

Prerequisites: ENG 110 and 311

ENG 327 Biblical Themes in Literature (Cross-listed as REL 327)

3 Credits S

Studies literature inspired by the Bible. Reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels and how various authors may differ in their retellings of the same story.

Prerequisites: ENG 110 and REL 220

General education: literature

Alternate years: offered 2014–2015

ENG 330 Shakespeare

3 Credits F

Critical examination of Shakespeare's development as a dramatist and of his basic themes. Approximately 12 plays are studied.

Prerequisites: ENG 110

General education: literature

ENG 332 Arthurian Literature

3 Credits I

Examines the effect of the legends of King Arthur and his knights, showing such ideas as the Holy Grail and the code of chivalry in modern retellings and appropriations of the medieval sources. An acquaintance with Malory's *Morte D' Arthur* is expected.

Prerequisites: ENG 110

General education: literature

ENG 333 Irish Literature

3 Credits F

Study of Irish literature, including Celtic mythology. Late 19th and 20th century authors such as Yeats, Joyce, Synge, O'Casey and Bowen are emphasized. Includes study of Irish political and cultural history.

Prerequisites: ENG 110

General education: literature

ENG 336 Literature of the Black Experience

3 Credits F

Selected readings in the fiction, drama, poetry and non-fiction prose of major black writers, both African and African American. Influential authors may include Douglass, Wright, Ellison, Achebe, Baldwin and Morrison.

Prerequisites: ENG 110

General education: literature

ENG 341 Mythology and Classical Literature

3 Credits F

Examination of Greek myth, especially of mythological ideas and figures that have had great influence on literature and thought, and of selected Greek and Roman classics. Readings may include selections from Homer, Greek drama, Plato, Lucretius, Virgil and St. Augustine.

Prerequisites: ENG 110

General education: literature

ENG 342 Medieval Literature from Beowulf to Dante

3 Credits S

Study of several of the major works of medieval literature, including epic, Arthurian romance; religious lyric and drama; biography; and satire, with special attention to themes such as adventure, courtly love and self-discovery.

Prerequisites: ENG 110

General education: literature

ENG 343 Literature of the Renaissance and the Enlightenment

3 Credits F

Readings in the Renaissance epic, in early prose narrative, and in drama, lyric and other major literary forms. May include works by Machiavelli, Milton, Thomas More, Shakespeare, Molière, Swift and Voltaire.

Prerequisites: ENG 110

General education: literature

ENG 344 Literature of Romanticism and Realism

3 Credits S

Study of literature during the late 18th and 19th centuries. Explores the development of Romanticism and realism in American, English and other western European literatures such as German, Russian and French. Includes fiction, poetry and drama by authors such as Blake, Wordsworth, Goethe, Pushkin, Dickens, Austen, G. Eliot, the Brontës, Dostoevsky, Chekhov, Poe, Melville, Twain, James, Ibsen and Flaubert.

Prerequisites: ENG 110

General education: literature

ENG 345 Literature for Children

3 Credits F, S

Development and analysis of the major types of children's literature are addressed, including picture books, poetry, fables, folktales, fantasy, realism and historical fiction. Students read and analyze classic examples of each type.

Prerequisites: ENG 110

General education: literature

ENG 347 Nineteenth Century Children's Literature

3 Credits I

Study of works written during the first golden age of children's literature. Exploration of examples of the century's proliferating types of fiction (fantasy, adventure, domestic and exotic realism), comparison of original literary texts to filmed adaptations, investigation of the influence of folktales upon children's literature, and acquaintance with some of the best illustrators and writers for children of the period.

Prerequisites: ENG 110

General education: literature

ENG 350 Literature for Young Adults

3 Credits I

Reading and critical response to a range of fiction, nonfiction and poetry written for middle school through high school audience or considered suitable reading for this audience.

Prerequisites: ENG 110

General education: literature

ENG 360 Modern Drama (Cross-listed as THEA 360)

3 Credits F

Examination of theatrical literature and forms from the late 19th century well-made plays, Realism, Expressionism, Futurism and Symbolism, to Epic theatre and the Theatre of the Absurd. Playwrights such as Henrik Ibsen, Bernard Shaw, Anton Chekhov, Eugene O'Neill, Bertolt Brecht and Samuel Beckett are studied. Students gain an understanding of the scope, history, techniques and influence of modern drama.

Prerequisites: ENG 110

General education: literature

Alternate years: offered 2013–2014

ENG 362 Contemporary Drama (Cross-listed as THEA 362)

3 Credits S

Contemporary theatrical forms of American and British drama. Begins with post-World War II dramatic works and moves sequentially to the present day. Areas of attention include the "angry young men," metadrama, gender, race and ethnicity, the "new brutalism," and contemporary docudrama. Particular focus on how play texts engage with the cultural and historical moment of their creation. Provides an

understanding of the scope, history, techniques and influence of contemporary drama. Playwrights such as John Osborne, Edward Albee, Edward Bond, José Rivera, Martin McDonagh, Tony Kushner, Sarah Kane, Suzan Lori-Parks, Nilo Cruz, Moisés Kaufman and Sarah Ruhl are studied.

Prerequisites: ENG 110

General education: literature

Alternate years: offered 2013–2014

ENG 364 Studies in Short Fiction

3 Credits F

Study of the development of the short story as a distinctive literary form with focus on the genre's history, techniques and conventions, giving emphasis to 19th and 20th century authors from various national literatures who have had a particular impact on the form's development.

Prerequisites: ENG 110

General education: literature

ENG 366 Studies in the Novel

3 Credits S

Study of the development of the novel as a distinctive literary form with emphasis on different techniques, conventions and themes of the genre exemplified by representative works chosen from American, British and other national literatures.

Prerequisites: ENG 110

General education: literature

ENG 368 Studies in Poetry

3 Credits S

Study of the development of poetry as a distinctive literary form with emphasis on the techniques, conventions and themes of the genre exemplified by representative works chosen from American, British and other national literatures.

Prerequisites: ENG 110

General education: literature

ENG 385 Modern Literature

3 Credits F

Study of the modernist movement in American, English and world literatures with emphasis on fiction, poetry and drama written in the first half of the 20th century before World War II. Writers studied may include Hemingway, Faulkner, Yeats, T. S. Eliot, Woolf, Pound, Conrad, Camus, Sartre, Joyce, Kafka and Mann.

Prerequisites: ENG 110

General education: literature

ENG 386 Contemporary Literature

3 Credits S

Study of post-modern and contemporary literature in American, English and world literatures with emphasis on fiction, poetry and drama written from World War II to the present day. Writers studied may include Beckett, Ellison, Vonnegut, Achebe, Borges, Kundera and Heaney.

Prerequisites: ENG 110

General education: literature

ENG 390 Southern Literature

3 Credits S

Study of the literature and culture of the southern United States from the 19th century to the present. Explores the cultural development of the region and the influence of the historical context including slavery, reconstruction, economic depression and the Civil Rights movement. Writers studied may include Mark Twain, William Faulkner, Eudora Welty, Zora Neale Hurston, James Dickey, Flannery O'Connor, Walker Percy, Alice Walker, Cormac McCarthy and Larry Brown.

Prerequisites: ENG 110

General education: literature

Alternate years: offered 2013–2014

ENG 400 Seminar in a Major Literary Figure

3 Credits S

Critical examination of the life and writing of a major figure from American, British or world literature. May take more than once for credit if the featured literary figure is different each time. Figures may include Dante, Geoffrey Chaucer, John Milton, Jane Austen, Mark Twain, Henrik Ibsen, William Butler Yeats,

James Joyce, Virginia Woolf or William Faulkner.

Prerequisites: ENG 110

General education: literature

ENG 401, 402 American Literature I, II

3 Credits each F, S

Explores the development of American literature from the Colonial period through late 19th century American Realism (ENG 401). Transcendentalism, Realism and Naturalism are examined. Sequence continues from the Modernist period to the present (ENG 402). Examines imagist poetry, existentialism, confessional poetry, postmodernism, the Beat movement, metafiction and various multicultural perspectives.

Prerequisites: ENG 200 or permission of instructor

Does not satisfy the general education literature requirement.

ENG 405, 406 English Literature I, II

3 Credits each F, S

Explores the development of English literature from its Anglo-Saxon beginnings through the 18th century (ENG 405). Sequence continues from Romanticism to the present (ENG 406).

Prerequisites: ENG 200 or permission of instructor

Does not satisfy the general education literature requirement.

ENG 450 Senior Seminar

3 Credits F

An in-depth, graduate-level seminar examining a special literary topic or a literary figure or figures, to be chosen by the instructor. Explores both the primary sources and the critical and theoretical context of those sources. Culminates with students' production of critical essay which contributes to the ongoing critical discussion.

Prerequisites: ENG 200 or permission of instructor

Does not satisfy the general education literature requirement.

ENG 480 Internship

3 Credits F, I, S

ENG 490 Independent Study

3 Credits F, I, S

ENG 491 Research

3 Credits F, I, S

ENG 499 Honors Project

3 Credits F, I, S

ENVIRONMENTAL SCIENCE

MAJORS

Environmental Science

MINORS

Environmental Science

The degree program in environmental science is an interdisciplinary major overseen by the biology and chemistry departments. This program features both introductory and advanced courses that prepare majors either for immediate employment, or to enter strong graduate programs to pursue advanced degrees in areas of specialization such as environmental engineering, applied ecology, resources conservation and others. This major brings basic sciences to bear upon crucial problems caused by human use and abuse of natural resources. An emphasis is on water as a resource.

Problems associated with the availability, provision, protection and recycling of water have great impact on the quality of human life. Water is a basic necessity for life itself, and life quality is

enhanced when there is an abundance of clean, safe water for agriculture, recreation, industry and municipal development. All human uses degrade water, some decidedly so; therefore, a continuing source of well-prepared environmental resources specialists is needed and this curriculum is designed toward that end.

Modern environmental science takes advantage of rapidly expanding knowledge in ecology, molecular and cell biology, environmental chemistry, space technology and instrumentation. There is continuing demand for well-prepared environmental scientists. With a baccalaureate degree, new graduates may pursue direct employment as high school earth science teachers, governmental field technicians, industrial or municipal water and wastewater technicians, field analysts for engineering and environmental consulting companies, or conservation technicians. With graduate preparation, students can aspire to leadership positions in remediation, regulation and protection with local, state, federal or global government, and as research scientists, college professors, environmental planners and environmental lawyers. Many graduate schools now offer cross-discipline opportunities for environmental science majors in health-related disciplines such as toxicology, epidemiology and public health.

Internships and Research Opportunities

Bridgewater College science majors have participated in environmentally-related internships in a variety of settings, including local industrial and municipal wastewater treatment plants, the Virginia Department of Environmental Quality, the Harrisonburg/Rockingham Regional Water and Sewer Authority, district offices of the U.S. Forest Service, the Virginia Department of Game and Inland Fisheries, the Chincoteague National Wildlife Refuge, the Shenandoah National Park and regional environmental consulting companies. All environmental science majors are encouraged to seek out internships and/or research opportunities.

ENVIRONMENTAL SCIENCE MAJOR

Consists of a minimum of 34 credit hours in core courses in biology, chemistry, physics and mathematics. The following courses are required:

| | |
|----------|-------------------------------|
| BIOL 110 | Principles of Biology I |
| BIOL 111 | Principles of Biology II |
| BIOL 350 | Ecology |
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| CHEM 250 | Fundamental Organic Chemistry |
| -OT- | |
| CHEM 306 | Organic Chemistry II |
| MATH 130 | Survey of Calculus |
| -OT- | |
| MATH 131 | Calculus I |
| MATH 200 | Introduction to Statistics |
| -OT- | |
| BIOL 330 | Biostatistics |
| PHYS 218 | College Physics I |
| -OT- | |
| PHYS 221 | General Physics I |

And a minimum of an additional 18 credit hours (at least five courses) including:

| | |
|---------------|-------------------------------------|
| ENVR/BIOL 301 | Principles of Environmental Science |
| ENVR/CHEM 320 | Environmental Chemistry |

And at least three additional ENVR, BIOL or CHEM courses numbered above 300 from the following courses (one may be a 3-credit hour Interterm trip course):

| | |
|---------------|---|
| BIOL 316 | Ornithology: The Biology of Birds |
| BIOL 318 | Biology of the Insects |
| BIOL 335 | Summer Flora |
| BIOL 354 | Winter Ecology |
| BIOL/CHEM 405 | Biochemistry |
| BIOL 420 | Plant Taxonomy |
| BIOL 440 | Animal Behavior |
| ENVR 305 | Natural Resource and Environmental Law |
| ENVR/BIOL 312 | Forest and Wildlife Resource Management |
| ENVR/BIOL 365 | Field Biology and Natural History |
| ENVR/CHEM 380 | Instrumental Analysis |
| ENVR/BIOL 401 | Environmental Microbiology |
| ENVR/BIOL 402 | Conservation Biology |
| ENVR/BIOL 433 | Biology and Management of Fishes |
| ENVR/BIOL 435 | Freshwater Biology |
| GEOG 340 | World Regional Geography |

Note: Some ENVR electives are cross-listed under BIOL or CHEM. Potential double majors in environmental science (with either biology or chemistry) are cautioned that cross-listed ENVR courses will be counted toward only one major, and that the second major may require up to 15 additional credits beyond the apparent minimum.

ENVIRONMENTAL SCIENCE MINOR

Consists of 32 credit hours including the following courses:

The following courses are required:

| | |
|---------------|---------------------------------------|
| BIOL 110 | Principles of Biology I |
| BIOL 111 | Principles of Biology II |
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |
| ENVR/BIOL 301 | Introduction to Environmental Science |
| ENVR/CHEM 320 | Environmental Chemistry |

And two elective courses chosen from the following:

| | |
|---------------|---|
| BIOL 335 | Summer Flora |
| BIOL 350 | Ecology |
| BIOL 354 | Winter Ecology |
| BIOL 420 | Plant Taxonomy |
| BIOL 440 | Animal Behavior |
| ENVR 305 | Natural Resource and Environmental Law |
| ENVR/BIOL 312 | Forest and Wildlife Resource Management |
| ENVR/BIOL 365 | Field Biology and Natural History |
| ENVR/BIOL 401 | Environmental Microbiology |
| ENVR/BIOL 402 | Conservation Biology |
| ENVR/BIOL 433 | Biology and Management of Fishes |
| ENVR/BIOL 435 | Freshwater Ecology |

No electives may double count for a student's major and minor.

Supporting courses for the minor include the following:

| | |
|----------|--------------------------|
| BIOL 110 | Principles of Biology I |
| BIOL 111 | Principles of Biology II |
| CHEM 161 | General Chemistry |
| CHEM 162 | General Chemistry |

COURSES

- ENVR 256 Conservation Biology of Florida** (Cross-listed as BIOL 256) 3 Credits I
 Due to its location, geology and climate, Florida supports a variety of unique species and ecosystems. It also supports rapidly growing human populations and diverse economic activities. This course provides an overview of environmental and conservation issues that have arisen as human activity has increased (including water quality, decline of biodiversity, invasive species, and wetland loss and restoration). The class travels to Florida where they learn about environmental and conservation problems and solutions. Students examine the science as well as the economic, political and social aspects of the issues.
Prerequisites: BIOL 100, 101 or 110, or permission of instructor
- ENVR 301 Principles of Environmental Science** (Cross-listed as BIOL 301) 4 Credits F
 Exploration of basic biological, chemical, geological, and physical processes at work on the earth, its lifeforms and its natural resources. The extent of human impact and the need for global awareness are emphasized, along with the need for application of rapidly expanding knowledge and technology toward solution of environmental problems. Three lectures and one lab per week.
Prerequisites: BIOL 110 and 111 or CHEM 161 and 162 or permission of instructor
- ENVR 305 Natural Resource and Environmental Law** 3 Credits S
 Overview of federal and state laws that are aimed at the conservation of natural resources and/or protection of environmental quality. Major laws covered include the National Environmental Protection Act, Clean Air Act, Clean Water Act, the Endangered Species Act and others. Speakers from natural resource/environmental agencies such as the Virginia Department of Environmental Quality, Virginia Department of Game and Inland Fisheries and U.S. Forest Service provide practical insights into the application and implementation of environmental policy.
Prerequisites: BIOL 100, 101 or 110
Alternate years: offered 2013–2014
- ENVR 312 Forest and Wildlife Resource Management** (Cross-listed as BIOL 312) 4 Credits S
 Ecology and management of forest lands and their animal populations, including principles and policy in support of diverse goals such as preservation of wilderness, management for harvest, parks and recreation, and habitat recovery. Effects of geology, soils, water and climate on habitat quality and management implications. Three lectures and one lab per week.
Prerequisites: BIOL 111 or permission of instructor
- ENVR 320 Environmental Chemistry** (Cross-listed as CHEM 320) 4 Credits S
 The chemistry and quantitative aspects of environmentally important cycles (C, N, O, P, S) in the context of the atmosphere, hydrosphere and lithosphere. Major environmental issues are discussed such as acid rain, sewage treatment, ozone destruction, anthropogenic climate change, air pollution and eutrophication. Laboratories involve sampling, quantitative detection and data analysis. Three lectures and one lab per week.
Prerequisites: CHEM 162
Alternate years: offered 2013–2014
Credit may not be received for both CHEM 120 and 320
- ENVR 324 The Hydrogen Economy, Alternative Energy and Scandinavia** 3 Credits I
 Study of how Scandinavian societies have been shaped by energy resources and energy production. Alternative modes of energy production are studied and a contrast is made between the national energy policies of Iceland and Denmark compared to the United States. Special emphasis is given to the emerging hydrogen economy in Iceland. One week on campus and two weeks in Iceland and Denmark.
General education: Europe
- ENVR 365 Field Biology and Natural History** (Cross-listed as BIOL 365) 4 Credits Sum
 Field-based course providing a broad overview of techniques and concepts involved in field biology (especially ecology) including basic scientific method and a variety of sampling techniques. Course content

also has a strong emphasis on basic natural history as students learn about and experience a wide variety of organisms (e.g. plant, fungi, insects, fish, amphibians and mammals), ecosystems (e.g. forests, grasslands, wetlands, ponds and streams) and ecological interactions. Students also discuss techniques for interpreting/teaching these biological concepts to others.

Prerequisites: BIOL 111 or permission of instructor

ENVR 380 Instrumental Analysis (Cross-listed as CHEM 380) 4 Credits F

Exposure to methods of quantitation, signal-to-noise enhancement, instrumental design and function, methods of spectroscopy, chromatography, electroanalytical analysis and mass spectrometry. Three lectures and one lab per week.

Prerequisites: CHEM 250 or 305

Alternate years: offered 2014–2015

ENVR 401 Environmental Microbiology (Cross-listed as BIOL 401) 4 Credits F

Exploration of how microorganisms interact with their environment and the implications of these interactions for humans. Specific topics include antibiotic resistance; biodegradation; biodiversity; biofuels; bioremediation; extreme environments; geochemical cycles; methods for sampling; culture and analysis of environmental microorganisms; microbiology of air, water and soil; environmental pathogens; and microbiological treatment of sewage and water. Three lectures and one lab per week.

Prerequisites: BIOL 325 or ENVR/CHEM 320

Alternate years: offered 2013–2014

ENVR 402 Conservation Biology (Cross-listed as BIOL 402) 4 Credits F

Survey of the methods used by the public and private sectors to manage the environment and natural resources. Primary emphasis on restoration ecology and conservation biology. Other topics addressed include environmental engineering (e.g. green chemistry and design of pollution control devices), economic considerations in conservation (e.g. conservation land easements and ecotourism), and government regulation. The lab provides students with experience applying standard methods of monitoring biological resources. The lab also provides an opportunity for students to hear talks from environmental experts and to travel to local sites where management activities are occurring.

Prerequisites: BIOL 111 or permission of instructor

Alternate years: offered 2014–2015

ENVR 433 Biology and Management of Fishes (Cross-listed as BIOL 433) 4 Credits S

Survey of diversity of fish (with an emphasis on freshwater fish of North America). Topics include taxonomy, anatomy, physiology, behavior and ecology. Special emphasis on management of fish populations and diversity in the face of environmental threats including pollution, habitat alteration, overharvest and invasive species. Lab includes basic ecology and behavior but focuses heavily on common fisheries' techniques.

Prerequisites: ENVR/BIOL 301 or BIOL 350, or permission of instructor

Alternate years: offered 2013–2014

ENVR 435 Freshwater Ecology (Cross-listed as BIOL 435) 4 Credits S

Introduction to aquatic ecosystems (lakes, ponds, streams and wetlands). Students learn about the major chemical and physical processes that determine the function of freshwater systems. Students are introduced to the major groups of aquatic organisms (algae, vascular plants, invertebrates, fish and amphibians). Strong emphasis on the impacts that humans have on freshwater systems. The lab introduces the basic skills necessary for the study and management of fresh waters.

Prerequisites: ENVR/BIOL 301 or BIOL 350 or permission of instructor

ENVR 480 Internship 3 Credits F, I, S

ENVR 490 Independent Study 3 Credits F, I, S

ENVR 491 Research 3 Credits F, I, S

ENVR 499 Honors Project 3 Credits F, I, S

FOREIGN LANGUAGES

MAJORS

French
Spanish

MINORS

French
German
Spanish

The department of foreign languages offers a proficiency-oriented program, which is designed for students who want to increase their language skills and expand their knowledge of the culture and literature from the various areas where the language is spoken. We offer a major and a minor in French and Spanish, as well as a minor in German through study abroad. Our majors study a core of courses designed to develop listening, speaking, reading and writing along with cultural sensitivity and knowledge. Students supplement the core with courses best suited to their future plans.

A French or Spanish major is an excellent basis for graduate study in many fields, and there is also currently a strong demand for foreign language teachers. In addition, many of our majors and minors study a foreign language as a type of “value-added” component to their studies in another field. As a result, recent alumni of Bridgewater’s foreign languages program are using their language skills in business, social work, government service, medicine and education. The study of a foreign language not only enriches a student’s liberal arts education through the understanding and appreciation of another culture and language, but also provides a practical skill for employment in the global community.

FOREIGN LANGUAGE MAJOR

A major in French or Spanish consists of a minimum of 30–36 credit hours, depending on placement. A minimum of 30 credit hours must be taken in courses numbered 300 or above, and a semester in a study abroad program (see page 31 for a description of the program) or equivalent, usually in the student’s junior year, is strongly recommended.

Foreign Language Recognition

Students receive a notation on their transcript upon completion of five courses in French or Spanish, with a 2.0 average or higher, including FREN/SPAN 201–202 (or placement). The three additional courses at the 300- or 400-level are selected in consultation with the French or Spanish advisor from the department’s course offerings taught in the foreign language.

Courses numbered 201 and 202 are prerequisite to all courses of a higher number taught in the language unless the department determines that a student is otherwise qualified.

FRENCH MAJOR

Requires the bachelor of arts degree. All majors must place at the advanced level on the foreign language placement test, or complete FREN 201–202 in order to begin the 30 hours of advanced work required in the major. Twenty-four hours of advanced work must be taken on campus. The remaining 6 credits may include study abroad courses. Consists of 30–36 hours, depending on placement: FREN 201 and 202 or placement at the advanced level.

Both of the following:

- FREN 310 Advanced Grammar and Composition *-and-*
 FREN 315 Special Topics in Writing

One of the following:

- FREN 320 Conversation and Diction *-or-*
 FREN 325 Art of Conversation

One of the following:

- FREN 340 French Culture and Civilization *-or-*
 FREN 345 Modern French Cultures

One of the following:

- FREN 401 Survey of French Literature I *-or-*
 FREN 402 Survey of French Literature II

One of the following:

- FREN 403 Survey of Francophone Literature *-or-*
 FREN 308 Francophone Cultural Studies *-or-*
 FREN 300 Special Cultural Topics in English

And 6 credits of electives from FREN courses numbered 300 or above; plus 6 additional credits from study abroad or other French-language experience at the advanced level.

FRENCH MINOR

All minors must place at the advanced level on the foreign language placement test or complete French 201–202 in order to begin the 21 hours of advanced work required. The French minor consists of 21–27 credit hours depending on placement and consists of:

Both of the following:

- FREN 310 Advanced Grammar and Composition *-and-*
 FREN 315 Special Topics in Writing

One of the following:

- FREN 320 Advanced Conversation and Diction *-or-*
 FREN 325 Art of Conversation

One of the following:

- FREN 340 French Culture and Civilization *-or-*
 FREN 345 Modern French Cultures

One of the following:

- FREN 401 Survey of French Literature I *-or-*
 FREN 402 Survey of French Literature II

And 6 credits in electives from FREN courses numbered 300 or above.

GERMAN MINOR

Consists of 18 credit hours numbered 300 or above, chosen in consultation with the German minor advisor. Coursework is normally done in Marburg, Germany, as part of the study abroad program, but some advanced coursework also may be transferred from other colleges or universities with the approval of the vice president and dean for academic affairs.

SPANISH MAJOR

Requires the bachelor of arts degree. All majors must place at the advanced level on the foreign language placement test, or complete SPAN 201–202 in order to begin the 30 hours of advanced work required.

Twenty-four hours of advanced work must be taken on campus. The remaining 6 credits may include study abroad courses. Consists of 30–36 hours, depending on placement: SPAN 201 and 202 or placement at the advanced level.

Both of the following:

- SPAN 310 Advanced Grammar and Composition *-and-*
- SPAN 315 Special Topics in Writing

One of the following:

- SPAN 320 Conversation and Diction *-or-*
- SPAN 325 Art of Conversation

Both of the following:

- SPAN 340 Spanish Culture and Civilization *-and-*
- SPAN 345 Latin American Culture and Civilization

One of the following:

- SPAN 401 Spanish Literature *-or-*
- SPAN 402 Latin American Literature

And 6 credits of electives from SPAN courses numbered 300 or above; plus 6 additional credits from study abroad or other Spanish-language experience at the advanced level.

SPANISH MINOR

All minors must place at the advanced level on the foreign language placement test or complete Spanish 201–202 in order to begin the 21 hours of advanced work required. The Spanish minor consists of 21–27 credit hours depending on placement and consists of:

Both of the following:

- SPAN 310 Advanced Grammar and Composition *-and-*
- SPAN 315 Special Topics in Writing

One of the following:

- SPAN 320 Conversation and Diction *-or-*
- SPAN 325 Art of Conversation

One of the following:

- SPAN 340 Spanish Culture and Civilization *-or-*
- SPAN 345 Latin American Culture and Civilization

One of the following:

- SPAN 401 Spanish Literature *-or-*
- SPAN 402 Latin American Literature

And 6 credits in electives from SPAN courses numbered 300 or above.

COURSES

French

FREN 101, 102 Elementary French I, II 3 Credits each F, S

Introduction to the structure and practice of modern French through the skills of speaking, listening, reading, writing and culture.

Prerequisites for FREN 102: FREN 101 or placement

FREN 201 Intermediate French I 3 Credits F

Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level.

Modern cultural and literary texts are included.

Prerequisites: FREN 102 or placement

FREN 202 Intermediate French II

3 Credits S

Continued strengthening of core skills with a practical approach. Emphasis given to augment professional competency in the language through career focused vocabulary and grammatical structures in key career fields. Modern cultural and literary texts are included.

Prerequisite: FREN 201 or placement

FREN 300 Special Cultural Topics in English

3 Credits I

Study of contemporary topics and world issues related to the cultures of the French-speaking world. Explores political, social and economic structures through literature, film, the visual arts and/or music. Taught in English. Credit available for French majors and minors upon completion of a French language component.

FREN 310 Advanced Grammar and Composition

3 Credits F

Study and analysis of advanced grammatical structures, translation exercises and composition work.

Prerequisites: FREN 202 or permission of instructor

FREN 305 Paris and the Provinces

3 Credits I

Focuses on the varied cultures and regions of France. Travel begins in Paris and continues to other historically and culturally significant regions of the country. Includes visits to nearby Francophone regions.

General education: Europe

FREN 308 Francophone Cultural Studies

3 Credits I

Travel course requiring immersion homestay and language courses. Covers themes of Francophone Caribbean societies and cultures within their social and political contexts. Includes excursions to several different islands to gain a greater awareness of the varied societies within these regional contexts.

General education: global diversity

FREN 315 Special Topics in Writing

3 Credits S

Provides the tools to develop and enhance students' writing skills. Focuses on the skills involved in writing in a second language. Through a variety of writing techniques and reading material, such as newspaper and magazine articles, essays, among others, students broaden their vocabulary and learn how to write creatively and critically. May be taken more than once provided different topics are covered.

Prerequisites: FREN 202 or permission of the instructor

FREN 317 ESL and Foreign Language Teaching (Cross-listed as ENG/SPAN 317)

3 Credits F

Covers materials on instructional practice and student assessment as they relate to the teaching of English as a Second Language (ESL) and foreign languages. Material and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom.

Taught in English. Required for students seeking ESL endorsement. Strongly recommended for students preparing to teach Spanish or French.

Prerequisites: ENG 110 and concurrent enrollment in EDUC 307

FREN 320 Advanced Conversation and Diction

3 Credits F

Expansion of listening and speaking skills. A study of French phonetics to improve pronunciation skills. Emphasis on development of oral communication skills sufficient to discuss complex issues and express abstract ideas.

Prerequisites: FREN 202 or permission of instructor

FREN 325 Art of Conversation

3 Credits F

Reinforces more advanced syntactical structures of the language. Further develops these and vocabulary through expository, persuasive, argumentative and debate-style speaking.

Prerequisites: FREN 202 or permission of instructor

FREN 330 Special Topics in Conversation

3 Credits F

Provides a practical opportunity to enhance students' oral and aural skills. Focus may include the discussion

of practical topics related to careers such as medical, business, journalism, etc.

Prerequisites: FREN 202 or permission of the instructor

FREN 340 French Culture and Civilization

3 Credits F

Introduction to French culture and its historical development through the French Revolution. Emphasis on the intellectual, artistic, political, social, economic and educational factors. Taught in French.

Prerequisites: FREN 202 or permission of instructor

General education: Europe

FREN 345 Modern French Cultures

3 Credits S

Introduction to French culture and its historical development after the Fall of the Ancient Regime and a study of modern-day France, including geography, and consideration of intellectual, artistic, political, social, economic and educational factors. Taught in French.

Prerequisites: FREN 202 or permission of instructor

General education: Europe

FREN 350 Special Topics in Culture

3 Credits F, S

Study of specific topics related to the French language, culture and civilization. Recent topics include French Cinema, Regional Studies, etc. May be taken more than once provided different topics are covered. Taught in French.

Prerequisites: FREN 202 or permission of instructor

FREN 401 Survey of French Literature I

3 Credits F

Representative French authors from the Middle Ages through the 18th century including social and historical background. Taught in French.

Prerequisites: FREN 202 or permission of instructor

General education: literature

FREN 402 Survey of French Literature II

3 Credits F

Representative French authors from the 19th and 20th centuries. Social and historical background is included. Taught in French.

Prerequisites: FREN 202 or permission of instructor

General education: literature

FREN 403 Survey of Francophone Literature

3 Credits S

Writings of representative Francophone authors (African, Caribbean, Quebecois), primarily of short stories, poetry and plays. Taught in French.

Prerequisites: FREN 202 or permission of instructor

General education: literature

FREN 410 Special Topics in Literature

3 Credits S

Study of a specific literary topic. Topics may include a focus on French and/or Francophone genres, movements or regional studies. May be taken more than once provided different topics are covered. Taught in French.

Prerequisites: FREN 202 or permission of instructor

FREN 480 Internship

3 Credits F, I, S

FREN 490 Independent Study

3 Credits F, I, S

FREN 491 Research

3 Credits F, I, S

FREN 499 Honors Project

3 Credits F, I, S

German

GER 101, 102 Elementary German I, II

3 Credits each F, S

Introduction to the structure and practice of modern German through the skills of speaking, listening,

reading, writing and culture.

Prerequisites for GER 102: GER 101 or placement

GER 201, 202 Intermediate German I, II

3 Credits each F, S

Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level.

Prerequisites for GER 201: GER 102 or placement; Prerequisites for GER 202: GER 201 or placement

GER 490 Independent Study

3 Credits F, S

Spanish

SPAN 101, 102 Elementary Spanish I, II

3 Credits each F, S

Introduction to the structure and practice of modern Spanish through the skills of speaking, listening, reading, writing and culture.

Prerequisites for SPAN 102: SPAN 101 or placement

SPAN 201 Intermediate Spanish I

3 Credits F

Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.

Prerequisites: SPAN 102 or placement

SPAN 202 Intermediate Spanish II

3 Credits S

Continued strengthening of core skills with a practical approach. Emphasis given to augment professional competency in the language through career focused vocabulary and grammatical structures in key career fields. Modern cultural and literary texts are included.

Prerequisites: SPAN 201 or placement

SPAN 300 Special Cultural Topics in English

3 Credits I

Study of contemporary topics and world issues related to the cultures of the Spanish-speaking world. Explores political, social and economic structures through literature, film, the visual arts, and/or music. Taught in English. Credit available for Spanish majors and minors upon completion of a Spanish language component.

SPAN 305 Culture of Costa Rica

3 Credits I

Travel course requiring immersion homestay and language courses in the capital city. Covers themes of Central American life and cultures. Includes excursions out of the city to gain a greater awareness of the whole society within the regional context.

General education: global diversity

SPAN 306 Culture of Mexico

3 Credits I

Travel course designed as a total immersion cultural experience. Classes in language, conversation and culture taken at a Mexican university in Cuernavaca. Students live with families. Includes weekend excursions and visits to museums. Taught in Spanish.

General education: global diversity

SPAN 308 Spanish Life and Culture

3 Credits I

History, culture and geography of Spain are studied by traveling from the austere Medieval castles in the Central region to the lush Islamic palaces in southern Spain.

General education: Europe

SPAN 310 Advanced Grammar and Composition

3 Credits F

Advanced study of the most important grammatical structures of Spanish, and extensive practice of these structures in the context of the skill areas of listening, speaking, reading, writing and cultural competency.

Prerequisites: SPAN 202 or permission of instructor

SPAN 315 Special Topics in Writing

3 Credits S

Provides the tools to develop and enhance students' writing skills. Focuses on the skills involved in writing in a second language. Through a variety of writing techniques and reading material, such as newspaper and

magazine articles, essays, among others, students broaden their vocabulary and learn how to write creatively and critically. May be taken more than once provided different topics are covered.

Prerequisites: SPAN 202 or permission of the instructor

SPAN 317 ESL and Foreign Language Teaching (Cross-listed as ENG/FREN 317) 3 Credits F

Covers materials on instructional practice and student assessment as they relate to the teaching of English as a Second Language (ESL) and foreign languages. Material and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom.

Taught in English. Required for students seeking ESL endorsement. Strongly recommended for students preparing to teach Spanish or French.

Prerequisites: ENG 110 and concurrent enrollment in EDUC 307

SPAN 320 Advanced Conversation and Diction 3 Credits S

Develops and improves oral and listening skills, broadens vocabulary and strengthens grammar. Engages students in functional daily conversations and expression of opinions on culture and current issues. Includes writing component related to topics in the readings.

Prerequisites: SPAN 202 or permission of instructor

SPAN 325 Art of Conversation 3 Credits S

Reinforces more advanced syntactical structures of the language. Further develops these and vocabulary through expository, persuasive, argumentative and debate style speaking.

Prerequisites: SPAN 202 or permission of instructor

SPAN 330 Special Topics in Conversation 3 Credits S

Provides a practical opportunity to enhance students' oral and aural skills. Focus may include the discussion of practical topics related to careers such as medical, business, journalism, etc.

Prerequisites: SPAN 202 or permission of the instructor

SPAN 340 Spanish Culture and Civilization 3 Credits S

The historical development of Spain including consideration of geography as well as political, social, economic, intellectual and artistic factors. Taught in Spanish.

Prerequisites: SPAN 202 or permission of instructor

General education: Europe

SPAN 345 Latin American Culture and Civilization 3 Credits S

The historical development of Spanish-speaking and Latin America including consideration of geography as well as political, social, economic, intellectual and artistic factors. Taught in Spanish.

Prerequisites: SPAN 202 or permission of instructor

General education: global diversity

SPAN 350 Special Topics in Culture 3 Credits F, S

Study of specific topics related to the Hispanic language, culture and civilization. Recent topics include Hispanic Cinema, Hispanics in the U.S., Regional Studies, etc. May be taken more than once provided different topics are covered. Taught in Spanish.

Prerequisites: SPAN 202 or permission of instructor

SPAN 401 Spanish Literature 3 Credits F

Representative authors, works and literary movement of Spain including social and historical background. Taught in Spanish.

Prerequisites: SPAN 202 or permission of instructor

General education: literature

SPAN 402 Latin American Literature 3 Credits F

Representative authors, works and literary movements of Latin America including social and historical background. Taught in Spanish.

Prerequisites: SPAN 202 or permission of instructor

General education: literature

SPAN 410 Special Topics in Literature

3 Credits S

Study of a specific literary topic. Recent topics include Latin American short story, Generation of '98, and Hispanic women writers. May be taken more than once, provided different topics are covered. Taught in Spanish.

Prerequisites: SPAN 202 or permission of instructor

General education: literature

SPAN 480 Internship

3 Credits F, I, S

SPAN 490 Independent Study

3 Credits F, I, S

SPAN 491 Research

3 Credits F, I, S

SPAN 499 Honors Project

3 Credits F, I, S

HEALTH & HUMAN SCIENCES

MAJORS

Athletic Training
Family and Consumer Sciences
Health and Exercise Science
Health and Physical Education
Nutrition and Wellness

MINORS

Coaching
Equine Studies
Family and Consumer Sciences
Nutrition and Wellness

SPECIALIZATIONS

Family and Consumer Sciences Education

PRE-PROFESSIONAL PROGRAMS

Occupational Therapy
Physical Therapy

The department of health and human sciences emphasizes the strengths of previous departments in family and consumer sciences and health and exercise science. Teaming experienced faculty and other resources, this improved collaborative effort ensures that challenging coursework and relevant experiential learning prepares students for the needs of today's employers and graduate schools. Students within this department will have rich opportunities that foster innovation, creativity and risk-taking while being challenged to explore scientific foundations and practical applications within each discipline. Whether a student prefers to enter the job force or move on to graduate school after their bachelor's degree is complete, the department of health and human sciences has programs that enhance success in the varied fast-paced and ever-changing disciplines of athletic training, family and consumer sciences, health and exercise science, health and physical education, nutrition, coaching, and equine studies.

The dynamic curricula empower students to address issues affecting individuals, families and communities. Graduates of our programs have demonstrated success in professions such as

childhood, adolescent and adult education; state cooperative extension programs; school administration; law enforcement; pharmaceutical sales; medicine; chiropractic; nutrition and dietetics; nursing; physician assistant; paramedic; prosthetics; athletic training; massage therapy; occupational therapy; physical therapy; coaching; recreation; fitness; and varied human services careers and equine settings.

In addition to departmental major and minor course offerings, students across the campus are invited to explore interests in physical activity and wellness. Instruction in activities that develop new physical skills are designed to translate into lifetime activity and healthy living.

ATHLETIC TRAINING MAJOR

Consists of 56 credit hours in the following courses:

| | |
|----------|---|
| ES 249 | Nutritional Concepts in Exercise Science |
| ES 250 | Emergency Care and Prevention of Athletic Injuries |
| ES 251 | Basic Concepts in Athletic Training |
| ES 252 | Clinical Affiliation I: Introduction to Athletic Training |
| ES 301 | General Medical Conditions |
| ES 320 | Kinesiology |
| ES 335 | Physiology of Exercise |
| ES 351 | Athletic Injury Evaluation |
| ES 352 | Clinical Affiliation II: Lower Extremity |
| ES 353 | Clinical Affiliation III: Upper Extremity |
| ES 354 | Therapeutic Modalities |
| ES 355 | Therapeutic Exercise and Rehabilitation |
| ES 356 | Management Concepts in Health Care |
| ES 450 | Advanced Clinical Evaluation Training |
| ES 451 | Clinical Affiliation IV: Equipment Intensive |
| ES 452 | Clinical Affiliation V: General Medical |
| ES 453 | Counseling and Pharmacology |
| BIOL 112 | Human Biology |
| BIOL 305 | Introduction to Human Anatomy |
| BIOL 314 | Human Physiology |

For individuals looking to prepare for an allied health career in athletic training. In addition, the major provides an added avenue for students interested in pursuing graduate studies in physical therapy or occupational therapy.

Students are required to maintain a cumulative grade point average of 2.5 and complete the application process to the department of health and human sciences (Jan. 15 is the deadline). Additionally, students must complete their clinical experience under the supervision of an approved clinical instructor and successfully complete the Clinical Competencies and Proficiencies and the five clinical affiliations.

Admissions Standards

Admission to the athletic training major is regardless of sex, race, color, national or ethnic origin or disability. Only applicants who have met the minimum requirements established below will be considered for a position. The admission process will be competitive for limited positions. Admission packets may be requested from the director of the athletic training program.

- Understand and sign the Technical Standards Form for the athletic training program.
- A complete application—submitted before January 15 of the application year.
- Three letters of reference—stipulating academic and leadership potential and overall character of the applicant—from the faculty at Bridgewater College.

- Completion of a minimum of 200 “pre-placement” hours with intercollegiate athletics at Bridgewater College. These hours are used to familiarize the student with the athletic training profession and the practical requirements of the program.
- Successful academic performance resulting in a minimum cumulative GPA of 2.5.
- Successful completion of ES 250, ES 249 and BIOL 305 (final grade of C- or above).
- Self-direction essay (500 words or more).
- All students meeting established minimum requirements will be interviewed by the Curriculum Admission Committee.

The Curriculum Admission Committee will interview and rank candidates based on objective criteria. Admission will not exceed a ratio of more than eight students per licensed athletic trainer. Letters of admission will be sent to applicants prior to February 1.

Technical Standards Information

The Athletic Training Educational Program at Bridgewater College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program’s technical standards does not guarantee a student’s eligibility for the Board of Certification (BOC) exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional behavior.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Educational Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they will meet the standards.

The Bridgewater College director of academic support services will evaluate a student who states he or she could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If the student states he or she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Transfer Students

A student who has attended another accredited college or university and is in good standing may apply for admission to Bridgewater College. One who has attended an accredited two-year college may transfer as many as 68 credits in courses comparable to those offered at Bridgewater College. Transfer students applying for admission to Bridgewater College must have a cumulative grade point average of 2.0 or above and be in good standing at the college they are attending. A transfer student applying for admission into the Bridgewater College Athletic Training Education Program must have a minimum of a 2.5 cumulative grade point average and must have completed the aforementioned admissions standards (Technical Standards Form, ES 249, ES 250, BIOL 305 observational hours, essay, application and interview). No student will be admitted into the program without successful completion of the pre-placement phase. Credentials collected for admission include all of those that are required for first-time entering students as well as a Dean's Reference Form and an official transcript from each institution of higher learning attended since completion of the secondary program. Transcripts will be evaluated by the registrar on a course-by-course basis. Credit will be awarded only for those courses that a grade of C or above has been earned. The only course that may be transferred in within the athletic training major is ES 250. All other courses for this major must be taken at Bridgewater College. Other general education requirements may be transferred based on the above criteria.

Graduation Requirements

1. Complete a minimum of 123 credits with a minimum of 48 credits chosen from junior-senior level courses.
2. Complete general education requirements.
3. Complete course requirements for the major.
4. Earn a minimum cumulative grade point average of 2.5 and a minimum grade point average of 2.5 in courses required for the major.
5. Successful completion of the Clinical Competencies and Proficiencies.
6. Successful completion of the five Clinical Affiliations (introduction to athletic training, upper extremity intensive sports, lower extremity intensive sports, equipment intensive sports and medical intensive rotation).

Following successful completion of this program, a student will be eligible to sit for the Board of Certification (BOC) exam.

Additional Requirements for Athletic Training

- All students admitted to the professional phase of the program are required to attend pre-season training as early as August 1 each year.
- Students admitted to the professional phase of the program may be required to complete their clinical affiliations during normal college breaks, e.g. spring break and holidays.
- Additional fees for the program are announced in the athletic training student handbook and may include things such as the cost for class books, laboratories, clinical affiliations, criminal background check, medical examinations, CPR/AED/First Aid certification and clinical uniforms.

FAMILY AND CONSUMER SCIENCES MAJOR (GENERAL)

Consists of 32 credit hours in FCS courses including FCS 110 and 471 and at least one course in each of the five areas of family and consumer sciences: textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management.

Remaining required credits are to be selected in consultation with the student's advisor based on career objective (e.g., PreK–6 certification, day care, community services, gerontology, fashion merchandising, housing and home interiors, family counseling, event planning).

Students not requiring FCS 400 for licensure purposes may substitute with PSY 370. Students may also select BUS 110 rather than FCS 425 for their consumer studies/management option.

FAMILY AND CONSUMER SCIENCES MAJOR (SECONDARY EDUCATION)

Designed for those seeking certification to teach in secondary schools with an endorsement in family and consumer sciences, grades 6–12. Consists of a minimum of 41 credit hours in family and consumer sciences including:

| | |
|---------|---|
| FCS 102 | Introduction to Textiles, Fashion and Apparel |
| FCS 110 | Foundations of Family and Consumer Sciences Professions |
| FCS 201 | Principles of Food Science |
| FCS 321 | Fundamentals of Housing |
| FCS 400 | Child Growth and Development |
| FCS 412 | FCS Curriculum and Instructional Methods |
| FCS 420 | Occupation Program Management |
| FCS 430 | Family Management |
| FCS 471 | Senior Seminar |

And one additional course in each of the five areas of family and consumer sciences: textiles/clothing; nutrition/foods; child development/family life; home interiors/housing; and consumer studies/management. (15 credit hours)

Students may substitute BUS 110 for FCS 425.

Separate admission to the Teacher Education Program (TEP) is a requirement for anyone wishing to graduate with a major in family and consumer sciences education. Specific admissions criteria for the TEP are found on page 103. Consists of the following courses:

| | |
|----------|---|
| EDUC 140 | Introduction to Foundations of American Education |
| EDUC 200 | Psychology of Education and Development |
| EDUC 201 | Field Experience I |
| EDUC 215 | Diversity in the Classroom |
| EDUC 302 | Field Experience II |
| EDUC 303 | Field Experience III |
| EDUC 334 | Reading in the Content Area |
| EDUC 370 | Classroom Management |
| EDUC 380 | Practicum in Current Teaching Techniques |
| EDUC 450 | Seminar in Educational Philosophies |
| EDUC 470 | Professional Student Teaching |

HEALTH AND EXERCISE SCIENCE MAJOR

Consists of 52 credit hours in the following courses:

| | |
|----------|---|
| BIOL 112 | Human Biology |
| BIOL 305 | Introduction to Human Anatomy |
| BIOL 314 | Human Physiology |
| ES 215 | Research Methods |
| ES 230 | Introduction to Health and Exercise Science |
| ES 249 | Nutritional Concepts in Exercise Science |
| ES 300 | Personal and Community Health |

| | |
|--------|--|
| ES 320 | Kinesiology |
| ES 335 | Physiology of Exercise |
| ES 356 | Management Concepts in Health Care |
| -or- | |
| ES 360 | Organization and Administration of Health and Exercise Science |
| ES 368 | Psychological Principles in Physical Education and Sport |
| -or- | |
| ES 367 | Health and Exercise Psychology |
| ES 460 | Senior Seminar |

And 12 additional credit hours from the following courses:

| | |
|----------|--|
| BIOL 411 | Advanced Human Anatomy |
| BUS 310 | Principles of Marketing |
| CHEM 250 | Fundamental Organic Chemistry |
| ES 260 | First Aid and Safety |
| ES 325 | Principles of Health and Physical Fitness Assessment |
| ES 342 | Foundations of Strength and Conditioning |
| ES 345 | Motor Behavior |
| ES 354 | Therapeutic Modalities |
| ES 355 | Therapeutic Exercise and Rehabilitation |
| ES 427 | Health Promotion and Wellness |
| ES 491 | Research |
| -or- | |
| ES 499 | Honors Project |
| MATH 200 | Statistics |
| PHIL 320 | Professional Ethics |
| -or- | |
| PHIL 235 | Bioethics |
| PSY 310 | Abnormal Psychology |
| PSY 370 | Developmental Psychology |

This major introduces students to the sub-disciplines of health and exercise science, providing students with a sound preparation upon which to develop a career or to pursue graduate study in the discipline.

HEALTH AND PHYSICAL EDUCATION MAJOR

For the student pursuing a career in teaching health and/or physical education. Consists of 48 credit hours. Separate admission to the Teacher Education Program (TEP) is a requirement for anyone wishing to graduate with a major in health and physical education. Specific admissions criteria for the TEP are found on page 103. Consists of the following courses:

| | |
|--------|--|
| ES 235 | Introduction to Teaching Physical Education |
| ES 260 | First Aid and Safety |
| ES 300 | Personal and Community Health |
| ES 310 | Movement Education |
| ES 318 | Human Anatomy and Physiology |
| ES 335 | Physiology of Exercise |
| ES 340 | Health and Exercise Science Methods* |
| ES 345 | Motor Behavior |
| ES 350 | Tests and Measurements* |
| ES 360 | Organization and Administration of Health and Exercise Science |
| ES 368 | Psychological Principles in Physical Education and Sport |
| ES 370 | Teaching Methods for Secondary Physical Education* |
| ES 385 | Adapted Physical Education and Recreation |
| ES 426 | Teaching Methods for Elementary Physical Education* |

Three activity courses from ES 120–189

Minimum of 3 credit hours from ES 371–379

In addition to the major, the following courses are required for licensure/certification:

| | |
|----------|---|
| EDUC 140 | Introduction to Foundations of American Education |
| EDUC 200 | Psychology of Education and Development |
| EDUC 201 | Field Experience I* |
| EDUC 215 | Diversity in the Classroom* |
| EDUC 302 | Field Experience II* |
| EDUC 303 | Field Experience III* |
| EDUC 334 | Reading in the Content Area* |
| EDUC 370 | Classroom Management* |
| EDUC 380 | Practicum in Current Teaching Techniques* |
| EDUC 450 | Seminar in Educational Philosophies* |
| EDUC 470 | Professional Student Teaching* |

**Courses only offered to students accepted into the Teacher Education Program*

Students wishing to pursue this major should declare their intentions early in their academic career due to the significant course loads required to graduate in four years and the need for careful planning and advising.

NUTRITION AND WELLNESS MAJOR

Consists of 49 credit hours in the following courses:

| | |
|----------|--|
| FCS 240 | Contemporary Nutrition and Wellness |
| FCS 350 | Lifespan Nutrition and Wellness |
| FCS 355 | Nutrition for the Athlete |
| FCS 455 | Community Nutrition |
| ES 300 | Personal and Community Health |
| ES 320 | Kinesiology |
| ES 325 | Principles of Health and Physical Fitness Assessment |
| ES 335 | Physiology of Exercise |
| ES 427 | Health Promotion and Wellness |
| BIOL 112 | Human Biology |
| BIOL 305 | Introduction to Human Anatomy |
| CHEM 125 | Fundamentals of Inorganic Chemistry |
| CHEM 250 | Fundamentals of Organic Chemistry |
| MATH 200 | Introduction to Statistics |
| SOC 355 | Counseling and Personal Development |

The following courses are recommended electives to be chosen according to career objectives:

| | |
|---------------------------------|---|
| FCS 250 | International Foods and Nutrition |
| FCS 460 | Professional Family and Consumer Sciences Practicum |
| FCS/ES 480 | Internship |
| BIOL 110 | Principles of Biology I |
| CHEM 405 | Biochemistry |
| And any fitness activity course | |

This is an interdisciplinary major offered for students interested in careers in wellness, health promotion and fitness leadership.

HEALTH AND HUMAN SCIENCES MINORS

Coaching

Consists of 23 credit hours. The following courses are required:

| | |
|--------|--------------------------|
| ES 240 | Introduction to Coaching |
|--------|--------------------------|

| | |
|------------|--|
| ES 260 | First Aid and Safety |
| ES 325 | Principles of Health and Physical Fitness Assessment |
| ES 345 | Motor Behavior |
| ES 360 | Organization and Administration of Health and Exercise Science |
| ES 368 | Psychological Principles in Physical Education and Sport |
| ES 371-380 | 3 Teaching/Coaching Methods courses |
| ES 329 | Practicum in Health and Exercise Science |

This minor may be taken with a major in health and physical education or health and exercise science; however, there can be no overlap with electives listed on the health and physical education or health and exercise science plans of major.

Equine Studies

Consists of 21 credit hours. The following courses are required:

| | |
|--------|-----------------------------------|
| ES 110 | Introduction to Equine Science |
| ES 200 | Equine Development and Behavior |
| ES 210 | Equine Farm and Stable Management |
| ES 329 | Practicum |

Three additional courses chosen from:

| | |
|--------|---------------------------------|
| ES 220 | Theories of Riding |
| ES 305 | Equine Lameness and Disease |
| ES 330 | Conformation: Form and Function |
| ES 358 | Equine Business Management |
| ES 364 | Judging and Course Design |
| ES 400 | Training and Schooling |

This minor is designed as an excellent adjunct for students in several majors including business, biology and pre-veterinary science. In addition, students interested in pursuing further study and/or careers in various equine fields will benefit from the addition of this minor to their curriculum. Facilities that will be used in support of the equine studies minor include the Bridgewater College stables located on the eastern edge of the campus and the Bridgewater College Equestrian Center, located several miles southeast of campus and the home stable for the Bridgewater College Equestrian Program. *A student pursuing the equine studies minor is required to take many classes to fulfill the minor off-site at the Bridgewater College Equestrian Center (BCEC). It is the responsibility of the student to secure transportation to the BCEC.*

Family and Consumer Sciences

Consists of 18 credit hours from FCS courses, nine hours of which must be chosen from courses numbered 300 or above.

Nutrition and Wellness

Consists of 26 credit hours. The following courses are required:

| | |
|----------|--|
| FCS 240 | Contemporary Nutrition and Wellness |
| FCS 355 | Nutrition for the Athlete |
| CHEM 125 | Fundamentals of Inorganic Chemistry |
| CHEM 250 | Fundamental Organic Chemistry |
| ES 300 | Personal and Community Health |
| ES 325 | Principles of Health and Physical Fitness Assessment |
| ES 335 | Physiology of Exercise |
| ES 427 | Health Promotion and Wellness |

PRE-PROFESSIONAL PROGRAMS AND ARTICULATION AGREEMENTS

Majors in health and exercise science and athletic training can specifically prepare a student for graduate school admissions in the fields of **physical therapy** and **occupational therapy**. The student should team with his/her advisor in order to devise a plan allowing the student to complete all prerequisite courses for graduate school admissions. An articulation agreement exists with Shenandoah University in **physical therapy**. Students applying to this program and meeting minimal requirements will be strongly considered for admission to the Doctorate of Physical Therapy Program. All questions regarding the articulation agreements should be directed to the student's advisor or the department chair of health and human sciences.

GENERAL EDUCATION REQUIREMENTS

In addition to major offerings, the department of health and human sciences contributes to the College's general education program. All students are required to complete ES 105, and to develop skill in a physical activity by completing a one-credit activity course. No more than 4 credits in activity courses may be applied toward graduation. Activity courses meeting the College's general education requirement are listed as follows:

- ES 120 Bowling (1 Credit; F, S)
- ES 123 Ballet (1 Credit; F, S)
- ES 126 Aerobic Dancing (1 Credit; F, S)
- ES 131 Lacrosse, Women's Rules (1 Credit; F)
- ES 135 Golf (1 Credit; F, S)
- ES 141 Yoga (1 Credit; S)
- ES 145 Handball-Racquetball (1 Credit; S)
- ES 152 Snow Skiing (1 Credit; I)
- ES 155 Snowboarding (1 Credit; I)
- ES 162 Swimming (1 Credit; F, S)
- ES 163 Aqua Aerobics (1 Credit; F, S)
- ES 165 Tennis (1 Credit; F, S)
- ES 175 Conditioning and Weight Training (1 Credit; F, S)
- ES 177 Fitness/Jogging (1 Credit; F, S)
- ES 180 Fitness and Weight Control (1 Credit; S)
- ES 185 Horseback Riding (1 Credit; F, S)
- ES 186 Medieval Swordsmanship (1 Credit; F)
- ES 189 Ultimate Frisbee (1 Credit; F)
- ES 362 Lifeguard Training (1 Credit; S)—*successful completion leads to American Red Cross certification*

COURSES

Exercise Science

ES 105 Wellness

2 Credits F, I, S

Examination of the principles of wellness and encouraging the lifelong practice of wellness habits. Emphasis on personal assessment, behavioral change, information literacy and lifetime applications.

General education: core skills

ES 110 Introduction to Equine Science

3 Credits F

Survey of history, breeds, characteristics, colors, disciplines, health care, facilities, equipment, anatomy, reproduction, nutrition, management and careers in equine science and industry.

- ES 200 Equine Development and Behavior** 3 Credits F
History of the horse, appreciation of the evolutionary development of the horse, including mental and physical capabilities, and the instincts which guide the horse to self-preservation.
- ES 207 First Respondent First Aid and Emergency Care** 3 Credits I
Emergency care training for those who are likely to be the first person responding to the scene of an accident, fire or medical emergency.
- ES 210 Equine Farm and Stable Management** 4 Credits S
Preventative health maintenance, facility management and basic sound business practices. Topics on horse selection, sanitation, routine veterinary practices, nutrition and supplements, equipment recognition and selection, facilities design, hoof care and farriery, exercise physiology, liability issues and insurance selection. Lecture and laboratory times required.
- ES 215 Research Methods** 3 Credits S
Introduction to research process including formulating research questions, research methods, general statistical, evaluation, presentation and research ethics.
MATH 200 recommended but not required
- ES 220 Theories of Riding** 3 Credits S
Explanation of theories involved in the development of the riding skills necessary to become successful riders in selected disciplines. Focus on hunter seat equitation but will also identify the differences in riding styles and techniques among disciplines. Identification of the common riding faults and how those faults affect the horses' way of moving.
Alternate years: offered 2014–2015
- ES 230 Introduction to Health and Exercise Science** 3 Credits F, S
Exploration of contemporary issues in the field of health and exercise science including exposure to a variety of career opportunities, some of which include athletic training, exercise physiology, fitness, physical therapy, occupational therapy and recreation.
- ES 235 Introduction to Teaching Physical Education** 3 Credits I
Survey exploration for freshmen and sophomores interested in the health and physical education major. Observational experiences in each level of physical education teaching. Concepts include philosophy of physical education, behavior management, establishing a positive learning environment, advocacy and differentiating instruction. Two days each week in the classroom and three days each week in the field.
- ES 240 Introduction to Coaching** 3 Credits I
Introduction to the coaching profession. Examination of areas such as developing an athlete-centered philosophy, teaching positive values and facilitating social and emotional growth through sport, physical training basics, the role of nutrition in athletic performance, accurate information about drugs and supplements, effective communication skills and motivational techniques, organizing practices and creating practice plans, and generating program and coach evaluations.
- ES 249 Nutritional Concepts in Exercise Science** 3 Credits F, S
Exploration of basic nutritional requirements for active individuals and the relationship of proper nutrition to increased health and human performance. Topics include how nutrients (e.g., carbohydrates, proteins) can influence exercise performance, appropriate ways to manage weight and evaluation of the role of ergogenic aids in human performance.
- ES 250 Emergency Care and Prevention of Athletic Injuries** 3 Credits F, S
Survey course in athletic training. Introduces the student to prevention of injuries, emergency care, general medical conditions and administration.
- ES 251 Basic Concepts in Athletic Training** 3 Credits S
Introduces the student to risk factors, prevention, etiology (anatomical, biomechanical and physiological mechanisms), recognition and treatment of recreational and competitive sports injuries.
Prerequisites: ES 250, ES 320 and BIOL 305

ES 252 Clinical Affiliation I: Introduction to Athletic Training

1 Credit S

Introduces the newly admitted athletic training student to the competencies and proficiencies related to the field of athletic training. This clinical affiliation may require travel to off-campus clinical sites.

Prerequisites: ES 250 and admission to the Athletic Training Educational Program

ES 260 First Aid and Safety

3 Credits F, S

Fundamentals of administering first aid in all its aspects with attention to the prevention and treatment of athletic injuries. Emphasis on general safety procedures surrounding activities of school, college and community environments.

ES 300 Personal and Community Health

3 Credits F, S

Examination of the multiple determinants of health and wellness from a personal and community perspective. Through service-based learning experiences, students critically analyze individual, social and environmental factors that influence health. This course requires students to spend time off-campus serving at community agencies in order to successfully fulfill course requirements.

Prerequisites: ES 105

ES 301 General Medical Conditions

3 Credits F

Examination of general medical conditions of all body systems including causes of pathogen-related illnesses, chronic diseases, and other acute illnesses. The application of basic human anatomy is required for common medical condition screening, assessment, referral and treatment.

Prerequisites: BIOL 305

ES 305 Equine Lameness and Disease

3 Credits S

Introduction to common lameness and diseases of the horse. Differentiation between true emergencies and those situations which can be handled by the trained layperson, working knowledge of health requirements for equines, ability to design a plan for wellness and emphasis on effective communication with veterinary practitioners.

Alternate years: offered 2013–2014

ES 310 Movement Education

3 Credits F

Performance and teaching techniques for games, gymnastics, rhythms, dance and cooperative activities, with a focus on pedagogical issues.

Prerequisites: ES 235 or permission of instructor

ES 318 Human Anatomy and Physiology

3 Credits F

Introduction to human structures and physiological systems, which are fundamental to human activity. Systems covered include musculoskeletal, respiratory, cardiovascular and nervous with particular attention to the integration of function across systems. Students needing a laboratory-based course should take BIOL 305: Introduction to Human Anatomy and BIOL 314: Human Physiology as an alternative.

ES 320 Kinesiology

3 Credits F, S

Examination of the function of the human musculoskeletal system. Selected musculoskeletal structures and their functions, as well as analysis of movements as they relate to physical activity, exercise and sport.

Prerequisites: BIOL 305 or ES 318

ES 325 Principles of Health and Physical Fitness Assessment

3 Credits F, S

Practical experience in evaluation of physical fitness and its application to the implementation of safe and effective exercise training programs.

ES 329 Practicum in Health and Exercise Science

2 Credits F, I, S

Practicum experience consistent with the career objectives of the student. One hundred hours of competency-based work in an environment relevant to the student's chosen discipline.

ES 330 Conformation: Form and Function

3 Credits F

Demonstration of the relationship between the horse's conformation and its function or performance including methods of evaluation, conformation in relation of usability, performance requirements of various

breeds, and the methods of judging. Two lecture hours and two hours of practical application per week.

Prerequisites: ES 110

Alternate years: offered 2013–2014

ES 335 Physiology of Exercise

3 Credits F, S

Basic physiological concepts of the nervous, muscular and energy systems, including the effect of exercise on such functions as circulation, respiration and temperature regulation.

Prerequisites: BIOL 305 or ES 318

ES 340 Teaching Methods for School Health

3 Credits S

Administration of school health and exercise science programs, including health instruction, environmental services and curriculum content. Methods and materials used in teaching health and exercise science as well as experiences in unit structure and application are covered.

Prerequisites: ES 300 and EDUC 215

ES 342 Foundations of Strength and Conditioning

3 Credits F, S

Preparation in scientifically sound principles of conditioning in professional settings including in-depth study of strength training, speed development, cardiovascular training, flexibility training and exercise program design. Principles and concepts derived from physiology, psychology, anatomy and kinesiology are practically applied. Application of principles of training to all populations including those with special needs and athletes.

Prerequisites: ES 320

ES 345 Motor Behavior

3 Credits F

Examination of human movement from the perspectives of motor learning, motor development and motor control. The basic psychological learning principles and theories apply to the acquisition of motor skills and factors which may influence skill learning are identified, as is physical growth and development as related to motor performance across the lifespan.

ES 350 Tests and Measurements

3 Credits S

Examination of the principles of measurement and evaluation as applied to physical education with the purpose of preparing future health and physical education teachers to construct and/or identify appropriate, authentic assessments in the K–12 HPE setting.

Prerequisites: EDUC 215

ES 351 Athletic Injury Evaluation

4 Credits F

Examination of systemic evaluation techniques for injuries. The ability to recount, analyze and demonstrate an accurate systemic evaluation, suggest a physical dysfunction based on the analysis of the evaluation findings and plan a treatment approach based on the assessment is required for course completion.

Prerequisites: ES 251 and BIOL 314 or permission of instructor

ES 352 Clinical Affiliation II: Lower Extremity

1 Credit F

Assessment of the competencies and proficiencies related to the evaluation and care of lower extremity injuries and illnesses. This clinical affiliation may require travel to off-campus clinical sites.

Prerequisites: satisfactory grade in ES 252

ES 353 Clinical Affiliation III: Upper Extremity

1 Credit S

Assessment of the competencies and proficiencies related to the evaluation and care of upper extremity injuries and illnesses. This clinical affiliation may require travel to off-campus clinical sites.

Prerequisites: satisfactory grade in ES 352

ES 354 Therapeutic Modalities

4 Credits S

Examination of the theoretical bases of treatment goals, appropriate therapeutic modality selection, application and assessment of the treatment response that is required for the successful integration of therapeutic modalities into the athletic training practice. Identification of theoretical foundations (physiology, physics and safety) for appropriate decision-making in the selection of the appropriate therapeutic modality, including appropriate psychomotor skills for pre-treatment assessment, treatment set-up, modality

application, and assessment of treatment response and appropriate documentation.

Prerequisites: ES 351 or permission of instructor

ES 355 Therapeutic Exercise and Rehabilitation 4 Credits S

Development of rehabilitation programs for individuals recovering from injury. Identification of theoretical and practical approach for the design of rehabilitation protocols and the use of available rehabilitation equipment, including specific parameters for providing exercise and rehabilitation recommendations for people encountering special disease, illness or injury states.

Prerequisites: ES 351 or permission of instructor

ES 356 Management Concepts in Health Care 3 Credits F

Concepts of administration such as devising policy and procedures, record-keeping, budgeting, facility design, risk management and productivity standards for healthcare professionals.

ES 358 Equine Business Management 3 Credits F

Examination of basic business practices including business plan development, record-keeping, professional ethics, liability, insurance, resource management, evaluating and selecting staff, competitive pricing, identifying regional demographics, advertising, grant design and community development, and building a client base.

ES 360 Organization and Administration of Health and Exercise Science 3 Credits S

Examination of standards and policies in the organization, supervision and administration of health exercise science and athletics on all school levels and in all phases of the program.

ES 363 Lifeguarding Instructor 2 Credits F

Training instructor candidates to teach the American Red Cross (ARC) courses, and to review courses and challenges in: Lifeguard Training, Community Water Safety, CPR for the Professional Rescuer, Lifeguarding Instructor Aide and Longfellow's WHALE Tales.

Prerequisites: ES 362

Alternate years: offered 2013–2014

ES 364 Judging and Course Design 3 Credits F

Introduction to the process and systems involved in judging hunters, jumpers and hunter seat equitation including how to set up a judge's card, how to identify style strengths and error, the symbols used to record a performance on the card, and how to arrive at an order of award. Additionally, exploration of the design and building of hunter and jumper courses with special emphasis on the suitability of the design to skill level of competitors and level of horses involved.

Alternate years: offered 2014–2015

ES 366 Water Safety Instructor 2 Credits F

Training instructor candidates to teach the American Red Cross (ARC) Swimming and Water Safety course in: Infant and Pre-school Aquatics Program, Levels I–VII of the Learn to Swim Program, Community Water Safety course, Water Safety Instructor Aide course, and Safety Training for Swim Coaches course (additional training required).

Prerequisites: ES 362

Alternate years: offered 2014–2015

ES 367 Health and Exercise Psychology 3 Credits F

Examination of the mental health benefits of exercise as well as motivational factors involved in exercise and the many variables that influence exercise behavior (e.g., stress, emotional states, anxiety and depression). Additionally, this course explores the psychological antecedents and consequences of injury and illness.

ES 368 Psychological Principles in Physical Education and Sport 3 Credits S

Introduction to the role psychology plays in physical education and sport settings. Exploration of how psychological factors (e.g., personality, achievement motivation, anxiety) can influence participation in physical activity and motor performance, how the structure of sport and physical education programs

influence psychological development, and how teaching mental skills (e.g., arousal regulation, goal setting, visualization) may enhance motor performance in physical education and sport.

ES 370 Teaching Methods for Secondary Physical Education 3 Credits S

Preparation for the physical educator to teach lifetime physical activity at the secondary level. Curriculum development, unit and lesson planning, and effective instructional strategies and techniques will be explored and applied through peer teaching and practical field experience..

Prerequisites: EDUC 215 and ES 235

ES 371–379 Teaching and Coaching Methods 1 Credit F, S

Techniques of teaching and coaching popular sports from basic fundamentals to detailed strategies. Organizational methods and administrative concerns particular to the specific sport are included.

ES 371 Coaching Football 1 Credit F

ES 372 Coaching Track and Field 1 Credit S

ES 373 Coaching Basketball 1 Credit F

ES 374 Coaching Baseball and Softball 1 Credit S

ES 375 Coaching Tennis 1 Credit F

ES 377 Coaching Volleyball 1 Credit S

ES 379 Coaching Soccer 1 Credit S

ES 385 Adapted Physical Education and Recreation 3 Credits F, S

Examination of the field of adapted physical education. Exposure to recreational needs and capabilities of people with disabilities is provided. Practical experience in working with the special populations as well as orientation to wheelchair sports. Off-campus laboratory experiences required.

ES 400 Training and Schooling 3 Credits S

Selection of suitable hunter/jumper prospects as well as teaching basic methods used in breaking horses, selecting facilities, equipment, over fences gymnastics, educating young or problem horses, preparation for horse shows, and the identification of necessary characteristics, personality traits and abilities to become a successful trainer in the horse world of today. Requires a two-hour lecture and two hours of practical application per week.

Prerequisites: ES 185

ES 426 Teaching Methods for Elementary Physical Education 3 Credits F

Preparation for future health and physical education teachers to apply principles of class management, unit and lesson planning and instructional techniques as part of a developmentally appropriate elementary physical education program. Peer teaching and field experience provide students with practical experience.

Prerequisites: EDUC 215 and ES 235

ES 427 Health Promotion and Wellness 3 Credits F, S

Development of community-based intervention strategies to modify health risk behaviors, with emphasis on theoretical foundations, and comprehensive program planning strategies.

ES 441 Foundations of Traffic Safety 3 Credits Sum I

The first of two courses required by the Virginia Department of Education for an endorsement in driver education. Development of an understanding of the highway transportation system, the complexity of the driving task, factors contributing to the performance of highway users, and attitudes and skills necessary to develop competent drivers. Provides prospective teachers with the essential knowledge and skills to effectively deliver the course content as presented in the Administrative and Curriculum Guide for Driver Education in Virginia.

ES 445 Foundations of Methodologies of Classroom and In-Car Instruction 3 Credits Sum II

The second of two courses required by the Commonwealth of Virginia for endorsement in driver education. Incorporation of current teaching methods and research in the field of driver education. Focuses

on organization and administration, classroom instruction, single car instruction, multiple-car range, simulation and evaluation. Emphasis on actual teaching skills including a minimum of 20 hours of actual behind-the-wheel, supervised teaching experience. Course content is consistent with the Administrative and Curriculum Guide for Driver Education in Virginia.

Prerequisites: ES 441 and a valid driver's license

ES 450 Advanced Clinical Evaluation

3 Credits F

Examination of advanced evaluation skills enabling professionals to critically analyze injuries and their ensuing treatments.

Prerequisites: ES 351

ES 451 Clinical Affiliation IV: Equipment Intensive

1 Credit F

Assessment of the competencies and proficiencies related to the application and care of protective medical devices and athletic equipment. This clinical affiliation may require travel to off-campus clinical sites.

Prerequisites: satisfactory grade in ES 353

ES 452 Clinical Affiliation V: General Medical

1 Credit S

Assessment of the competencies and proficiencies related to the evaluation and care of general medical conditions. This clinical affiliation may require travel to off-campus clinical sites.

Prerequisites: satisfactory grade in ES 451

ES 453 Counseling and Pharmacology

3 Credits S

Introduction to the concepts of pharmacology and counseling as related to healthcare.

Prerequisites: ES 450

ES 460 Senior Seminar

4 Credits F, S

Capstone experience integrating the core learned in major level courses through readings, class discussions and projects. Additionally, skill application occurs by completing 75 hours of competency-based work in an environment relevant to the discipline and reflecting upon this experience in light of their knowledge and skill development.

Prerequisites: senior health and exercise science major or permission of instructor

ES 470 Special Topics in Health and Exercise Science

3 Credits I

Examination of subject matter chosen from a sub-discipline within health and exercise science in which regular courses are not offered. May be repeated for credit given that a different topic is covered.

ES 480 Internship

3 Credits F, I, S

ES 490 Independent Study

3 Credits F, I, S

ES 491 Research

3 Credits F, I, S

ES 499 Honors Project

3 Credits F, I, S

Family and Consumer Sciences

FCS 102 Introduction to Textiles, Fashion and Apparel

3 Credits F

Factors influencing fashion including the sociological and psychological aspects of clothing, wardrobe analysis and basic construction.

FCS 110 Foundations of Family and Consumer Sciences Professions

3 Credits F, S

Exploration of the field of family and consumer sciences and its career opportunities.

FCS 201 Principles of Food Science

3 Credits F

Investigation of the scientific principles involved in basic cookery with emphasis on quality characteristics and product evaluation. Structure, composition and nutritive value of foods are studied, as well as food selection, storage, preparation, processing and meal management techniques. Instruction requires two class meetings per week and one three-hour lab.

FCS 230 Household Textiles and Materials

3 Credits S

Textile fibers, tests for identification, yarn and fabric constructions, methods of finishing, characteristics, uses and economics of textiles.

Alternate years: offered 2014–2015

FCS 240 Contemporary Nutrition and Wellness

3 Credits F

Basic nutrition concepts, nutrition needs throughout the life cycle, and current nutrition issues.

FCS 250 International Foods and Nutrition

3 Credits F, S

The importance of food and nutrition in individual lives, communities and nations. Develops an understanding of food customs and the influence of culture and religion on food habits, with emphasis on the non-western or Third World nations. Problems in nutrition and solutions currently being tried or projected through national, international and voluntary agencies are studied. Laboratory experiences emphasize cultural influences on food ways.

General education: global diversity

FCS 303 Applied Design

3 Credits F

Basic methodology of working with materials in special projects useful in interior design. Projects included are furniture refinishing, upholstering, seat caning, window treatments, slipcovering, picture framing and accessorizing.

Offered on demand

FCS 304 Fashion Merchandising

3 Credits I

Consideration of the major factors involved in the buying and merchandising of fashion products. Discussion of the dynamics of fashion: consumer buying, patterns, fashion buying, and fashion makers and retailers. Local and regional fashion industry visits.

FCS 306 Fashion Promotion

3 Credits S

Investigation and application of effective promotional procedures of retail organizations including display, publicity, fashion show production and various modes of advertising.

Prerequisites: FCS 304 or permission of instructor

Alternate years: offered 2014–2015

FCS 312 Perspectives on Aging

3 Credits F, S

Geriatrics with emphasis on current issues including family and societal responsibilities, housing, clothing, economics and nutritional needs. Opportunities for observation of residential and intermediate facilities and for field experiences with appropriate agencies.

Offered on demand

FCS 319 Contemporary Family Relationships

3 Credits S

Analyzes family and interpersonal relationships from a variety of conceptual frameworks to gain an understanding of the changes in society relative to marriage and family. Emphasis placed upon the reciprocal impacts of relationships within the family and a person's relationships to individuals and organizations outside the family. Knowledge and skills that facilitate an individual's choices and actions are examined.

FCS 320 Sociology of the Family (Cross-listed as SOC 320)

3 Credits F

Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Topics include the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle and family tensions.

Prerequisites: SOC 101

FCS 321 Fundamentals of Housing

3 Credits S

Aesthetic and economic factors and current problems in planning for family housing needs.

FCS 324 20th Century Interiors

3 Credits I

Survey of interiors from 1900 to the present. Emphasis placed on the relationship of architecture and interior furnishings to the economic, political, religious, social and technical climate of the times.

Offered on demand

FCS 330 Household Equipment

3 Credits F

Principles involved in intelligent choice, care and efficient operation of equipment in the home. Consideration is given to research findings and technological advances.

FCS 350 Life Span Nutrition and Wellness

3 Credits F

Nutritional needs throughout each phase of the life cycle are emphasized. Instructional delivery appropriate to each age group is stressed.

Prerequisites: FCS 240

FCS 355 Nutrition for the Athlete

3 Credits S

Study of the effects of nutrition on the well-being of the athlete and the relationship of good nutrition to optimum performance.

Prerequisites: FCS 240

FCS 400 Child Growth and Development

3 Credits F, S

Physical, psychological and social development of the child from conception through puberty. Provisions are made for observing and working with preschool children.

Prerequisites: sophomore, junior or senior standing

FCS 401 Historic Costume

3 Credits S

Historical, literary and artistic background of the costume of various countries from early civilizations to the present.

Prerequisites: HIST 105 or 110

FCS 408 Parent and Child Relationships

3 Credits S

Parent-child interactions through the child rearing years. The roles of parents, the changing nature of the parent-child relationships throughout life-cycle stages, and changes in contemporary family structures with concomitant effects on parent-child relations are considered.

FCS 412 FCS Curriculum and Instructional Methods

3 Credits F

Objectives, organization of materials, planning, special methods and techniques of communicating Family and Consumer Sciences (FCS). Consideration is given to current trends in FCS education and presenting FCS to the general public. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content areas of the secondary Virginia Standards of Learning and the Family and Consumer Sciences National Standards.

Prerequisites: junior standing

FCS 420 Occupation Program Management

3 Credits S

Instructional practice, management and evaluation appropriate for the secondary family and consumer sciences classroom. Laws governing vocational education, its management and guidance and its relationship to state and national programs is considered. Experiences with the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA), are provided.

Alternate years: offered 2013–2014

FCS 425 Family Economics

3 Credits F

Principles of economic systems in relation to standards in selection of goods and services and sources of reliable consumer information.

Prerequisites: ECON 200 or 210 or permission of instructor

FCS 430 Family Management

3 Credits S

Management process and its significance on the quality of life experienced by families with consideration of values, goals, standards, decision making and resources.

Prerequisites: junior or senior standing

FCS 455 Community Nutrition

3 Credits S

Study of the health and nutritional concerns and needs of a community; the nutritional services available to the community; preventive nutrition practices; and the process involved in identifying, designing and

implementing programs for the community.

Prerequisites: FCS 240

FCS 460 Professional Family and Consumer Sciences Practicum 3 or 6 Credits F, I, S

Field experiences in occupations related to family and consumer sciences. Opportunities, qualifications, skills, and professional standards and ethics are studied. Two hours per week in class and a minimum of 100 (3 credits) or 200 (6 credits) hours of field experiences.

Prerequisites: senior standing

FCS 471 Senior Seminar 2 Credits F

Capstone course focusing on goal setting, as well as personal and professional development and leadership skills. Involvement in professional organizations, the immediate and global community and service are encouraged. Special topics and problems are developed according to the individual's specialization and professional interests.

FCS 480 Internship 3 Credits F, I, S

FCS 490 Independent Study 3 Credits F, I, S

FCS 491 Research 3 Credits F, I, S

FCS 499 Honors Project 3 Credits F, I, S

HISTORY & POLITICAL SCIENCE

MAJORS

- History
- History and Political Science
- Political Science
- Global Studies

MINORS

- History
- Political Science
- Global Studies

CONCENTRATIONS

- American Civil War
- Politics and Public Policy
- Pre-Law
- Public History

PRE-PROFESSIONAL PROGRAMS

- Law

The department of history and political science prepares students for a life of active citizenship and intellectual engagement by offering diverse courses that explore the historical evolution and contemporary challenges of the world and its peoples. Knowledge of history equips students to participate in core social, political, economic and cultural institutions by tracing the trajectory of those institutions and empowering students to contribute to their future development. Political science courses interrogate the processes by which communities decide what is important and

what should be done by engaging in critical analysis of the institutions, policies and philosophies of the collective problem-solving processes known as governance. Global studies courses place students within the broadest context of human activity and orient them to the roles they play in the world as a single place. All of the courses in the department, therefore, focus student energy on the mechanisms they need to influence the conversations that shape their world, making them effective citizens of their local, national and global communities.

The department offers majors in history, political science, history and political science, and global studies. Students may minor in history, political science or global studies; or pursue a concentration in American Civil War, politics and public policy, pre-law, or public history. History faculty offer courses in U.S., European and non-Western history. Political science courses cover American politics, global politics and political philosophy. The history and political science major combines these two disciplines and is the typical major of students seeking careers in secondary education. The global studies major begins with core courses in the department, then branches out to upper-level courses in a wide variety of disciplines allowing students to create a path that best fits their interests. The department is home to the College's Pre-Law Society; as well as Phi Alpha Theta, the honor society for history; and the annual Civil War Institute.

The course of study for each major emphasizes critical thinking, writing, research and project development—skills essential to any career. Faculty actively engage students with dynamic teaching that emphasizes discussion, reflection, simulations, problem-based learning and original research. This commitment extends to promoting experiential learning beyond the classroom including field trips, internships, service-learning and semester-length programs abroad. The department offers distinctive on- and off-campus experiences during Interterm including trips to the United Nations, South Africa and India. The internship program places students in law offices, local governments, non-profits, state and local bureaucracies, and more. Many of our majors are elected to leadership roles in student organizations including the student senate, the Pre-Law Society and the Honor Council.

Students pursuing majors and minors in the department have a wide variety of career interests including law, secondary and higher education, government service, museum and archival work, religion, journalism, and overseas development work.

Law Pre-Professional Program

In addition to offering a pre-law track through the political science major and a pre-law concentration open to students from any major, the history and political science department actively works with the College's Pre-Law Society to develop courses, programs, internships and guest speakers for students interested in law school and law-related careers. Students interested in law should contact Dr. James Josefson to design a course of study and get involved in the Pre-Law Society.

HISTORY MAJOR

Requires the bachelor of arts degree and consists of 42 credit hours distributed as follows:

Core Courses (18 credits)

To be completed by the end of sophomore year, except for Senior Seminar:

| | |
|----------|--------------------------------------|
| HIST 105 | World History to 1500 |
| HIST 110 | World History since 1500 |
| HIST 201 | History of the United States to 1877 |

| | |
|----------|---|
| HIST 202 | History of the United States since 1877 |
| HIST 250 | Historical Methods |
| HIST 470 | Senior Seminar |

United States History (at least 3 credits)

| | |
|----------|------------------------------------|
| HIST 340 | American Indian History |
| HIST 365 | Foundations of American Religion |
| HIST 366 | African American History |
| HIST 375 | Cold War America |
| HIST 436 | Science and American Culture |
| HIST 460 | Readings in the American Civil War |
| HIST 462 | History of the United States South |

European History (at least 3 credits)

| | |
|----------|--|
| HIST 301 | Medieval Europe |
| HIST 311 | Europe, 1492–1789 |
| HIST 321 | Europe since 1789 |
| HIST 325 | Modern Britain since 1688 |
| HIST 380 | Topics in European History |
| HIST 424 | Topics in French History |
| HIST 434 | Science and Religion in the Early Modern World |

Non-Western History (at least 3 credits)

| | |
|----------|---------------------------------------|
| HIST 330 | Histories of Violence |
| HIST 335 | Women's History in Global Contexts |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| HIST 360 | Modern Africa |
| HIST 410 | Modern India and Pakistan since 1700 |
| HIST 430 | European Imperialism |

And 15 additional credits from HIST courses numbered 300 or above. One PSCI course numbered 300 or above and one Internship (HIST 480) may substitute for history electives. Honors Project (HIST 499) may substitute as a major elective course. Students may not major in both history and history and political science.

HISTORY AND POLITICAL SCIENCE MAJOR

Requires the bachelor of arts degree. Students must complete 21 credits of core history and political science courses and 21 credits from one of the three tracks (liberal arts, social studies history or social studies government). Consists of 42 credit hours distributed as follows:

Core History Courses (12 credits)

| | |
|----------|---|
| HIST 105 | World History to 1500 |
| HIST 110 | World History since 1500 |
| HIST 201 | History of the United States to 1877 |
| HIST 202 | History of the United States since 1877 |

Core Political Science Courses (9 credits)

| | |
|----------|--|
| PSCI 210 | Politics and Government in the United States |
| PSCI 230 | Introduction to Global Politics |
| PSCI 240 | Introduction to Comparative Politics |

Track 1—Liberal Arts (21 credits)**European History (3 credits)**

| | |
|----------|--|
| HIST 301 | Medieval Europe |
| HIST 311 | Europe, 1492–1789 |
| HIST 321 | Europe since 1789 |
| HIST 325 | Modern Britain since 1688 |
| HIST 380 | Topics in European History |
| HIST 424 | Topics in French History |
| HIST 434 | Science and Religion in the Early Modern World |

United States History (3 credits)

| | |
|----------|------------------------------------|
| HIST 340 | American Indian History |
| HIST 365 | Foundations of American Religion |
| HIST 366 | African American History |
| HIST 375 | Cold War America |
| HIST 436 | Science and American Culture |
| HIST 460 | Readings in the American Civil War |
| HIST 462 | History of the United States South |

Non-Western History (3 credits)

| | |
|----------|---------------------------------------|
| HIST 330 | Histories of Violence |
| HIST 335 | Women's History in Global Contexts |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| HIST 360 | Modern Africa |
| HIST 410 | Modern India and Pakistan since 1700 |
| HIST 430 | European Imperialism |

Other Courses (12 credits)

6 credits of a methods/senior seminar sequence, either PSCI 250/470 or HIST 250/470.

6 additional credits from HIST or PSCI courses numbered 300 or above.

An Honors Project (HIST/PSCI 499) or one Internship (HIST/PSCI 480) may be an elective course.

Track 2—Social Studies History (21 credits)

Available only for students accepted into the secondary education program

European History (3 credits)

| | |
|----------|--|
| HIST 301 | Medieval Europe |
| HIST 311 | Europe, 1492–1789 |
| HIST 321 | Europe since 1789 |
| HIST 325 | Modern Britain since 1688 |
| HIST 380 | Topics in European History |
| HIST 424 | Topics in French History |
| HIST 434 | Science and Religion in the Early Modern World |

United States History (3 credits)

| | |
|----------|------------------------------------|
| HIST 340 | American Indian History |
| HIST 365 | Foundations of American Religion |
| HIST 366 | African American History |
| HIST 375 | Cold War America |
| HIST 436 | Science and American Culture |
| HIST 460 | Readings in the American Civil War |
| HIST 462 | History of the United States South |

Non-Western History (3 credits)

| | |
|----------|---------------------------------------|
| HIST 330 | Histories of Violence |
| HIST 335 | Women's History in Global Contexts |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| HIST 360 | Modern Africa |
| HIST 410 | Modern India and Pakistan since 1700 |
| HIST 430 | European Imperialism |

Other Courses (12 credits)

| | |
|----------|--------------------------|
| GEOG 340 | World Regional Geography |
| ECON 200 | Macroeconomics |
| HIST 250 | Historical Methods |
| HIST 470 | Senior Seminar |

Track 3—Social Studies Government Track (21 credits)

Available only for students accepted into the secondary education program

United States History (3 credits)

| | |
|----------|------------------------------------|
| HIST 340 | American Indian History |
| HIST 365 | Foundations of American Religion |
| HIST 366 | African American History |
| HIST 375 | Cold War America |
| HIST 436 | Science and American Culture |
| HIST 460 | Readings in the American Civil War |
| HIST 462 | History of the United States South |

Other Courses (18 credits)

| | |
|----------|---------------------------------------|
| GEOG 340 | World Regional Geography |
| ECON 200 | Macroeconomics |
| PSCI 250 | Methods of Research and Data Analysis |
| PSCI 470 | Senior Seminar |

And 6 credits of upper-level PSCI courses.

POLITICAL SCIENCE MAJOR

May be completed as either a bachelor of arts or bachelor of science degree. Students must complete 21 credits of core courses and 21 credits from one of the three tracks (standard, public policy or pre-law).

Consists of 42 credit hours distributed as follows:

Core Courses (21 credits)

| | |
|----------|--|
| PSCI 210 | Politics and Government in the United States |
| PSCI 220 | Introduction to Political Philosophy |
| PSCI 230 | Introduction to Global Politics |
| PSCI 240 | Introduction to Comparative Politics |
| PSCI 250 | Methods of Research and Data Analysis |
| PSCI 401 | Contemporary Political Thought |
| PSCI 470 | Seminar in International Studies and Political Science |

Track 1—Standard (21 credits)

United States Politics (9 credits)

| | |
|----------|---|
| PSCI 332 | Women and Politics |
| PSCI 350 | Constitutional Law of Federalism and Institutional Powers |
| PSCI 355 | Constitutional Law of Civil Rights and Liberties |

| | |
|----------|--|
| PSCI 380 | Public Administration |
| PSCI 390 | Public Policy |
| PSCI 415 | Policymaking, Interest Groups and Congress |

Global Politics (12 credits, 3 credits may be in HIST courses)

| | |
|----------|--------------------------------------|
| PSCI 310 | Latin American Politics |
| PSCI 335 | Peace, War and World Politics |
| PSCI 336 | United Nations |
| PSCI 356 | United States Foreign Policy |
| PSCI 375 | United States and the World |
| PSCI 420 | International Law and Organization |
| PSCI 440 | Global Political Economy |
| HIST 325 | Modern Britain since 1688 |
| HIST 356 | East Asia |
| HIST 360 | Modern Africa |
| HIST 410 | Modern India and Pakistan since 1700 |
| HIST 424 | Topics in French History |
| HIST 430 | European Imperialism |

Track 2—Public Policy (21 credits)

Public Policy (18 credits, 9 credits must be in PSCI courses)

| | |
|----------|--|
| PSCI 332 | Women and Politics |
| PSCI 380 | Public Administration |
| PSCI 390 | Public Policy |
| PSCI 415 | Policymaking, Interest Groups and Congress |
| PSCI 480 | Internship |
| COMM 347 | Public Relations in Organizations |
| COMM 349 | Nonprofit Communication |
| COMM 420 | Political Communication |
| COMM 447 | Communicating Science, Environment and Health |
| ENVR 305 | Natural Resources and Environmental Law |
| SOC 412 | Adjudication and Correction: Existing and Alternate Strategies |

Global Politics (3 credits)

| | |
|----------|------------------------------------|
| PSCI 310 | Latin American Politics |
| PSCI 335 | Peace, War and World Politics |
| PSCI 336 | United Nations |
| PSCI 356 | United States Foreign Policy |
| PSCI 375 | United States and the World |
| PSCI 420 | International Law and Organization |
| PSCI 440 | Global Political Economy |

Track 3—Pre-Law (21 credits)

Pre-Law (18 credits, 9 credits must be in PSCI courses)

| | |
|----------|---|
| PSCI 332 | Women and Politics |
| PSCI 350 | Constitutional Law of Federalism and Institutional Powers |
| PSCI 355 | Constitutional Law of Civil Rights and Liberties |
| PSCI 415 | Policymaking, Interest Groups and Congress |
| PSCI 420 | International Law and Organization |
| PSCI 480 | Internship |
| SOC 312 | Juvenile Justice and Delinquency |
| SOC 330 | World Justice Systems |

| | |
|--------------|---|
| SOC 311 | Criminology |
| SOC 313 | Gender, Crime and Justice |
| COMM/SOC 410 | Communication Law |
| BUS 350 | Business Law |
| PHIL 310 | Logic |
| PHIL 320 | Professional Ethics |
| ENVR 305 | Natural Resources and Environmental Law |

Global Politics (3 credits)

| | |
|----------|------------------------------------|
| PSCI 310 | Latin American Politics |
| PSCI 335 | Peace, War and World Politics |
| PSCI 336 | United Nations |
| PSCI 356 | United States Foreign Policy |
| PSCI 375 | United States and the World |
| PSCI 420 | International Law and Organization |
| PSCI 440 | Global Political Economy |

Honors Project (PSCI 499) may count as an elective. Students may substitute SOC 350 for PSCI 250. Students may not double major in political science and global studies. Political science majors may minor in global studies, but 15 credits from non-core areas must be taken in disciplines other than political science.

Students interested in law school should consider pursuing the pre-law track or pre-law concentration. Majors who pursue the pre-law track may not add a pre-law concentration, but majors who complete the major using the standard or public policy track may. Up to two courses from the pre-law list may be used for both the political science major and the concentration.

Students interested in careers in public sector bureaucracies or graduate study in programs such as a master's in public policy or master's in public administration should consider completing the public policy track or the politics and public policy concentration. Majors who pursue the public policy track may not add a politics and public policy concentration, but majors who complete the major using the standard or pre-law track may add a politics and public policy concentration. Up to two courses from the public policy list may be used for both the political science major and the concentration.

Political science majors interested in careers or graduate study in international relations or security studies should consider adding the global studies minor and either a foreign language major or minor.

Students interested in pursuing graduate study or careers in environmental policy should consider the public policy track with either a major in biology or environmental science or a minor in environmental science.

Students interested in graduate study or careers in criminal justice or public safety should consider adding a crime and justice minor.

GLOBAL STUDIES MAJOR

Requires the bachelor of arts degree and consists of 42 credit hours distributed as follows:

Core Courses (18 credits)

| | |
|--------------|--|
| ECON 200 | Macroeconomics |
| PSCI/SOC 215 | Global Identities |
| PSCI 230 | Introduction to Global Politics |
| PSCI 240 | Introduction to Comparative Politics |
| PSCI 250 | Methods of Research and Data Analysis |
| PSCI 470 | Seminar in International Studies and Political Science |

Global Processes (12 credits)

| | |
|----------|--|
| COMM 334 | Intercultural Communication |
| ECON 440 | International Economics |
| GEOG 340 | World Regional Geography |
| HIST 330 | Histories of Violence |
| HIST 430 | European Imperialism |
| PSCI 335 | Peace, War and World Politics |
| PSCI 336 | United Nations |
| PSCI 356 | United States Foreign Policy |
| PSCI 375 | United States and the World |
| PSCI 420 | International Law and Organization |
| PSCI 440 | Global Political Economy |
| PSCI 480 | Internship |
| SOC 325 | Development and Underdevelopment in the Modern World |
| SOC 330 | World Justice Systems |

Comparative and Regional Studies (12 credits)

| | |
|----------|---|
| FREN 300 | French Colonial Empire |
| FREN 325 | Modern French Culture |
| -or- | |
| HIST 424 | Topics in French History |
| HIST 321 | Europe since 1789 |
| HIST 325 | Modern Britain since 1688 |
| HIST 335 | Women's History in Global Contexts |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| HIST 360 | Modern Africa |
| HIST 410 | Modern India and Pakistan since 1700 |
| PSCI 310 | Latin American Politics |
| PSCI 480 | Internship |
| REL 340 | Religions of the Near East |
| REL 350 | Religions of the Far East |
| SOC 309 | Cultures of Africa |
| SPAN 300 | Introduction to Spanish-Speaking Cultures |
| SPAN 320 | Latin American Culture and Civilization |
| -or- | |
| SPAN 325 | Spanish Culture and Civilization |

Students may take one Internship (PSCI 480) toward the requirements for the major and apply the credits to either global processes or comparative and regional studies.

One international travel course (such as ART 307 or BIOL 253) or cultural exploration course (such as COMM 333, ENG 240, FCS 250, FREN 305, SOC 306 or 309, or SPAN 306 or 308) may be used toward the comparative and regional studies requirement.

Students may substitute SOC 350 for PSCI 250.

Students may not double major in political science and global studies. Political science majors may minor in global studies, but the 15 credits from non-core areas must be taken in disciplines other than political science.

Students pursuing a global studies major are strongly encouraged to study abroad, to explore a minor relevant to their area of interest (foreign language, economics, business, philosophy and religion, etc.), and to participate in an internship. Relevant internships through PSCI 480 earn credit towards the major.

HISTORY MINOR

Consists of 21 credit hours distributed as follows:

World History Survey Course (3 credits)

| | |
|----------|--------------------------|
| HIST 105 | World History to 1500 |
| HIST 110 | World History since 1500 |

United States History Survey Course (3 credits)

| | |
|----------|---|
| HIST 201 | History of the United States to 1877 |
| HIST 202 | History of the United States since 1877 |

United States History (at least 3 credits)

| | |
|----------|------------------------------------|
| HIST 340 | American Indian History |
| HIST 365 | Foundations of American Religion |
| HIST 366 | African American History |
| HIST 375 | Cold War America |
| HIST 436 | Science and American Culture |
| HIST 460 | Readings in the American Civil War |
| HIST 462 | History of the United States South |

European History (at least 3 credits)

| | |
|----------|--|
| HIST 301 | Medieval Europe |
| HIST 311 | Europe, 1492–1789 |
| HIST 321 | Europe since 1789 |
| HIST 325 | Modern Britain since 1688 |
| HIST 380 | Topics in European History |
| HIST 424 | Topics in French History |
| HIST 434 | Science and Religion in the Early Modern World |

Non-Western History (at least 3 credits)

| | |
|----------|---------------------------------------|
| HIST 330 | Histories of Violence |
| HIST 335 | Women's History in Global Contexts |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| HIST 360 | Modern Africa |
| HIST 410 | Modern India and Pakistan since 1700 |
| HIST 430 | European Imperialism |

The remaining 6 credits must be selected from HIST courses numbered 300 or above. This minor may not be taken in conjunction with either a major in history and political science or a major in global studies.

POLITICAL SCIENCE MINOR

Consists of 21 credit hours distributed as follows:

| | |
|----------|--|
| PSCI 210 | Politics and Government in the United States |
| -or- | |
| PSCI 220 | Introduction to Political Philosophy |
| PSCI 230 | Introduction to Global Politics |
| -or- | |
| PSCI 240 | Introduction to Comparative Politics |

And 15 additional credits from PSCI courses numbered 300 or above.

Students may take one internship (PSCI 480) toward these additional credits.

This minor may not be taken in conjunction with either a major in history and political science or a major in global studies.

GLOBAL STUDIES MINOR

Consists of 21 credit hour hours distributed as follows:

Core Courses (6 credits)

| | |
|--------------|--------------------------------------|
| PSCI/SOC 215 | Global Identities |
| PSCI 230 | Introduction to Global Politics |
| PSCI 240 | Introduction to Comparative Politics |

Global Processes (9 credits)

| | |
|----------|--|
| COMM 334 | Intercultural Communication |
| ECON 440 | International Economics |
| GEOG 340 | World Regional Geography |
| HIST 330 | Histories of Violence |
| HIST 430 | European Imperialism |
| PSCI 335 | Peace, War and World Politics |
| PSCI 336 | United Nations |
| PSCI 356 | United States Foreign Policy |
| PSCI 375 | United States and the World |
| PSCI 420 | International Law and Organization |
| PSCI 440 | Global Political Economy |
| SOC 325 | Development and Underdevelopment in the Modern World |
| SOC 330 | World Justice Systems |

Comparative and Regional Studies (6 credits)

| | |
|----------|---|
| FREN 300 | French Colonial Empire |
| FREN 325 | Modern French Culture |
| -or- | |
| HIST 424 | Topics in French History |
| HIST 321 | Europe since 1789 |
| HIST 325 | Modern Britain since 1688 |
| HIST 335 | Women's History in Global Contexts |
| HIST 356 | East Asia |
| HIST 358 | Middle Eastern History since A.D. 600 |
| HIST 360 | Modern Africa |
| HIST 410 | Modern India and Pakistan since 1700 |
| PSCI 310 | Latin American Politics |
| PSCI 480 | Internship |
| REL 340 | Religions of the Near East |
| REL 350 | Religions of the Far East |
| SOC 309 | Cultures of Africa |
| SPAN 300 | Introduction to Spanish-Speaking Cultures |
| SPAN 320 | Latin American Culture and Civilization |
| -or- | |
| SPAN 325 | Spanish Culture and Civilization |

Students may take one Internship (PSCI 480) toward the requirements for the minor and apply the credits to either global studies or comparative and regional studies.

Political science majors may minor in global studies, but the 15 credits from non-core areas must be taken in disciplines other than political science.

Students pursuing a global studies minor are strongly encouraged to study a foreign language, study abroad and participate in internships relevant to the field.

AMERICAN CIVIL WAR CONCENTRATION

Consists of 12 credit hours distributed as follows:

| | |
|----------|--------------------------------------|
| HIST 201 | History of the United States to 1877 |
| HIST 264 | Civil War in the Shenandoah Valley |
| HIST 460 | Readings in the American Civil War |
| HIST 462 | History of the United States South |

POLITICS AND PUBLIC POLICY CONCENTRATION

Consists of 18 credit hours chosen from the following (a minimum of 9 credit hours must be in political science):

| | |
|----------|--|
| PSCI 332 | Women and Politics |
| PSCI 380 | Public Administration |
| PSCI 390 | Public Policy |
| PSCI 415 | Policymaking, Interest Groups and Congress |
| PSCI 480 | Internship |
| COMM 347 | Public Relations in Organizations |
| COMM 349 | Nonprofit Communication |
| COMM 420 | Political Communication |
| COMM 447 | Communicating Science, Environment, and Health |
| ENVR 305 | Natural Resources and Environmental Law |
| SOC 412 | Adjudication and Correction: Existing and Alternate Strategies |

PRE-LAW CONCENTRATION

Consists of 18 credit hours chosen from the following (a minimum of 9 credit hours must be in political science):

| | |
|--------------|---|
| PSCI 332 | Women and Politics |
| PSCI 350 | Constitutional Law of Federalism and Institutional Powers |
| PSCI 355 | Constitutional Law of Civil Rights and Liberties |
| PSCI 415 | Policymaking, Interest Groups and Congress |
| PSCI 420 | International Law and Organization |
| PSCI 480 | Internship |
| SOC 312 | Juvenile Justice and Delinquency |
| SOC 330 | World Justice Systems |
| SOC 311 | Criminology |
| SOC 313 | Gender, Crime and Justice |
| COMM/SOC 410 | Communication Law |
| BUS 350 | Business Law |
| PHIL 310 | Logic |
| PHIL 320 | Professional Ethics |
| ENVR 305 | Natural Resources and Environmental Law |

PUBLIC HISTORY CONCENTRATION

Consists of 12 credit hours distributed as follows:

| | |
|----------|---|
| HIST 260 | Introduction to Public History |
| HIST 340 | American Indian History |
| -or- | |
| HIST 375 | Cold War America |
| HIST 480 | Internship (in the Alexander Mack Library and/or the Reuel B. Pritchett Museum) |

And one course from the following list:

| | |
|---------|-----------------------|
| ART 305 | Museums and Galleries |
|---------|-----------------------|

| | |
|----------|--|
| ENG 220 | American Folklife |
| ENVR 305 | Natural Resource and Environmental Law |
| HIST 462 | History of the United States South |
| MUS 232 | American Music |
| SOC 238 | Introduction to Material Culture Studies |

COURSES

History

HIST 105 World History to 1500 3 Credits F, S

Examination of the multiple global narratives that comprise human development and interaction prior to 1500 with primary focus on early human activity, the development of complex societies, classical and post-classical ages, and expansion of post-classical cross-cultural involvement.

General education: world history

HIST 110 World History since 1500 3 Credits F, S

Examination of the multiple global narratives that comprise human development and interaction since 1500 with primary focus on the origins of global interdependence, the ages of revolution, industry, and empire, and the 20th century.

General education: world history

HIST 201 History of the United States to 1877 3 Credits F

The United States from settlement to Reconstruction. Major themes include the development of a new society, the evolution of democratic behavior and the growth of sectionalism. Includes both social and political approaches.

General education: United States

HIST 202 History of the United States since 1877 3 Credits S

The United States from Reconstruction until the present. Major themes include industrialization and modernization, the increased role of government, greater U. S. involvement in international affairs, and the impact of these changes on society. A continuation of HIST 201.

HIST 250 Historical Methods 3 Credits S

Introduction to historical research methods and the tools and techniques that historians use to study the past. Focuses on the development of key research skills through the location, analysis and use of primary and secondary sources in a variety of forms and settings. Students review and gain an understanding of the fundamental historiographical practices and interpretations used within the field of history.

HIST 260 Introduction to Public History 3 Credits I

Introductory course for the public history concentration. Students learn the different theories of and approaches to public history, and the practice of public history in a variety of settings including field trips to institutions such as those where students could expect to work in internships and after graduation. Students also produce a plan for the completion of the concentration.

HIST 268 The Civil War in the Shenandoah Valley 3 Credits I

Studies the experience of the Shenandoah Valley during the Civil War, the causes of the war, the campaigns of 1862 and 1864, and the home front, including the burning, conscientious objectors, slavery and shortages. Touches on a variety of large trends including race, gender and religion.

General education: United States

HIST 270 The Second World War in Global Perspective 3 Credits I

Examines the foundations, nature and impact of the Second World War in Africa, the Middle East and Asia. Emphasizes the role of ideology including fascism, communism, militarism, imperialism and colonial

nationalism, in shaping the experiences of both western and non-western powers in these regions from the late 1930s to 1945.

Alternate years: offered 2014–2015

General education: global diversity

HIST 275 Post-Colonial Europe: Veils, Riots and Assimilation

3 Credits I

Studies the challenges immigration has posed to European society since the 1970s by examining urban riots and public demonstrations and discussing cultural practices, such as veiling, polygamy and religion, in a European context. Draws special attention to immigrants of Islamic descent and their struggles to find a secure place in European society. Students think about questions related to citizenship and multiculturalism. Materials assigned and examined may include films (feature length and short films), works of fiction, music, poetry, and memoirs and autobiographies. Class time may include debates, organized forums and policy application scenarios.

Alternate years: offered 2013–2014

General education: global diversity

HIST 280 History through Film; Film through History

3 Credits I

Examines the relationship between history and film and considers the difficult balance between historical scholarship and artistic expression. Emphasis is on popular movies portraying historical characters and events and the controversies and questions these often raise. Subjects cover a broad range of topics in European and world history.

General education: Europe

HIST 301 Medieval Europe

3 Credits F

Covers the development of Western Europe from the collapse of the Roman Empire to the beginnings of the Renaissance with emphasis on the ideas, individuals and events that shaped the period. Topics include daily life for the masses, evolution of political and religious thought, consolidation of state and religious authority, cultural shifts and the rise of a persecuting society, and medieval warfare.

Alternate years: offered 2013–2014

HIST 304 The Age of the Witch-Hunts

3 Credits I

Explores witchcraft persecution in Europe and North America between 1450 and 1750. Examines the political, religious, social and legal reasons behind the trials, asking why they occurred in the times and locations they did, and why they finally ended. Students recreate historical documents and reenact their own witch-trial. Exposes students to a perspective far removed from their own while also highlighting issues familiar to the modern era.

General education: Europe

HIST 305 India Past and Present

3 Credits I

A travel course that offers a firsthand examination of the cultural, political and religious legacies of three separate empires—the Delhi Sultanate, the Mughals and the British Raj—in contemporary India. While experiencing the vast array of Indian cultures in general, students explore a number of past and current political and religious centers and examine the role of competing imperial frameworks in shaping the simultaneous unities and divisions in modern India. Focuses on Northern India including Delhi, Agra, the Great Indian Desert ('Thar) in Rajasthan, British "hill stations" in the Himalayas, and the Hindu holy city of Hardwar on the River Ganges.

Alternate years: offered 2013–2014

General education: global diversity

HIST 306 Multi-Layered Histories

3 Credits I

A travel course that studies the ways that historical events create physical and cultural layers in a landscape. Emphasizes the deeper significance of landscape and space to historical study. Investigates the process of belonging to a place and the ways historical changes re-shape places. Specific topics include urban and rural dynamics, migration, and the continual re-building of structures that accompany historical change. Emphasizes the way landscapes are made and re-configured as a historical process.

General education: global diversity

HIST 311 Europe, 1492–1789

3 Credits S

Surveys developments in European history from the discovery of the New World to the eve of the French Revolution. Major topics include Europeans' interactions with peoples and cultures outside Europe, the Reformation, the development of both limited and absolutist governments, the Scientific Revolution, and the Enlightenment.

Alternate years: offered 2013–2014

HIST 317 History of the Christian Church (Cross-listed as REL 317)

3 Credits F

Social and political structures of the Church, issues in theology and ethics. A survey of the history of the Church from the Apostolic Age to the present time.

Prerequisites: ENG 110 and REL 220

Alternate years: offered 2013–2014

General education: a course in religion or philosophy

HIST 321 Europe since 1789

3 Credits S

Surveys developments in European history from the French Revolution to the present day. Major topics include the French Revolution and Napoleonic Europe, industrialization, the rise of new ideologies and systems of thought, the new Imperialism, the World Wars and the Holocaust, rise and fall of communism, and the place of Europe in the world in the early 21st century.

Alternate years: offered 2014–2015

HIST 325 Modern Britain since 1688

3 Credits S

Examines political, economic and cultural trends in British history from the "Glorious Revolution" of 1688 to the present day. Modern Britain stands as one of the cornerstones of the contemporary world, and its politics and culture influenced global society in countless ways, ranging from soccer to modern environmentalism to constitutional law. The course focuses on several major themes including the role of religion, finance and industry; the royal family; sport; and, most important of all, "social class," in building British society. Students acquire a basic understanding of the major driving forces of modern British history and the ways that they compare and interrelate with Europe, the United States and the world.

Alternate years: offered 2014–2015

General education: Europe

HIST 330 Histories of Violence

3 Credits F, S

Examines violence in history in order to understand the origins of violent conflicts, the wider social and cultural effects of violence, and the resolution of violent conflicts within various regional contexts. The course is organized around a specific topic such as genocide, religious or sectarian violence, or civil war.

General education: global diversity

HIST 335 Women's History in Global Contexts

3 Credits S

Explores women's histories within various global contexts. Stresses the construction of gender norms and their evolution over time and encourages comparison of women's lives and experiences across various cultural contexts. Topics include women's political rights and participation, women's education and literacy, women's sexuality and reproduction, and women's work.

Alternate years: offered 2013–2014

General education: global diversity

HIST 340 American Indian History

3 Credits S

Examines the history of American Indians from pre-contact civilizations and cultures to the present. Demonstrates the diversity of individual, tribal, national and pan-Indian experiences in the context of culture, society, religion, economics, politics and law. Students investigate a variety of sources including scholarly and popular non-fictional and fictional writings, images, songs and films.

Alternate years: offered 2013–2014

General education: United States

HIST 356 East Asia

3 Credits S

Survey of East Asia (China and Japan) from 1800 to the present. Emphasis is upon the different paths

towards modernity taken by each society, the conflicts involved in the attainment of modernity, and the impact of the West during the period.

Alternate years: offered 2014–2015

General education: global diversity

HIST 358 Middle Eastern History since A.D. 600

3 Credits F

Emphasizes the origins of Islam and the rise of Islamic empires and culture from the seventh through the 13th centuries, the development of European interest between 1500 and 1800, the growth of European, Arab and Jewish nationalisms in the 19th century, and the Arab-Jewish conflict over Palestine in the 20th century.

Alternate years: offered 2014–2015

General education: global diversity

HIST 360 Modern Africa

3 Credits F

Surveys the history of Modern Africa from the era of the trans-Atlantic slave trade to the present with special emphasis on sub-Saharan Africa. Approaches the history of the continent through a consideration of the nature and impact of European intrusion into African societies and African responses to European imperialism. Moreover, the course examines how independent African nations have addressed the legacies of their history and the challenges independence has posed for African nations. Special topics include apartheid, the struggle against segregation, African women, feminism, development, and the difficulty in creating viable democracies and stable economies in the late 20th century.

Alternate years: offered 2013–2014

General education: global diversity

HIST 365 Foundations of American Religion (Cross-listed as REL 365)

3 Credits S

Survey of American religious history with a focus on origins and diversity. Major topics include Puritanism, Pietism, Revivalism, Mormonism, Methodism, African American religion, Catholicism and Judaism.

General education: United States

HIST 366 African American History

3 Credits S

Survey of the African American experience in the U.S. from 1607 until the present. Emphasis on the South, but also incorporates the national level. Includes slavery, slavery politics, civil rights, family life, black culture, migration patterns and religion.

General education: United States

HIST 375 Cold War America

3 Credits F

Examines the cultural, political and diplomatic context and events of the Cold War from 1945 to 1991 with an emphasis on life in the United States. Students explore a variety of scholarly and primary sources from the period.

Alternate years: offered 2013–2014

General education: United States

HIST 380 Topics in European History

3 Credits F, S

A study of major themes, questions, events and problems in European history. Includes the examination of primary documents and artifacts, and explores the implications of the theme on the cultures, economics and social systems of the region. Examples include the Greeks and the Romans, the Crusades, the Renaissance, the Protestant Reformation and others.

General education: Europe

HIST 410 Modern India and Pakistan since 1700

3 Credits F

Examines the history of India and Pakistan from the beginning of British rule in the early 1700s to the present. A region of the world that is increasingly important to the United States and the West, this class explores the major issues of modern South Asian history including the rise of British dominion, the Indian revolt of 1857–1858, the escalation of religious communalism, growth of nationalism, India's partition and independence, and the current nuclear stand-off between India and Pakistan by focusing on the complex

interplay between nationalism, imperialism and the three major religions of the region—Hinduism, Islam and Sikhism—over the last 300 years.

Alternate years: offered 2013–2014

HIST 424 Topics in French History

3 Credits F

Covers key topics in the modern history of France since 1871. Survey of the modern period of French history through the lens of a special topic. Topics may include France at war in the 20th century, French intellectuals and the world, multicultural France, or social transformation in modern France.

Alternate years: offered 2014–2015

HIST 430 European Imperialism

3 Credits S

Surveys Europeans' relationship with the rest of the world from the origins of modern European empires in the 19th century, to the process of decolonization in the 20th century, to current debates about neo-imperialism and neo-colonialism. Examines the effects of empire on both the colonizers and the colonized.

Alternate years: offered 2013–2014

HIST 434 Science and Religion in the Early Modern World

3 Credits F

Seminar exploring the relationship between science and religion in the West from 1450 through 1800. Explores topics such as alchemy, the Renaissance, magic and witchcraft, the Scientific Revolution, attitudes toward the human body, Enlightenment thought, and questions of modernity and progress.

Alternate years: offered 2014–2015

HIST 436 Science and American Society

3 Credits S

Seminar on the history of science and its influence on American culture and society. Investigates the period from 1859 to the present with particular attention to major personalities, events, turning points and controversies in science and in the relationship between science, scientists, and American culture, politics, economics and art.

Alternate years: offered 2014–2015

HIST 460 Readings in the American Civil War

3 Credits F

Explores the American Civil War primarily through great books supplemented by lectures, films and a field trip. Topics include causes of the conflict, gender, nationalism, religion, Reconstruction, memory, military history and, especially, race, all as interpreted by modern scholarship.

Alternate years: offered 2013–2014

Prerequisite: HIST 201

HIST 462 History of the United States South

3 Credits F

Survey of the former slaveholding states. Focuses on slavery and slavery politics, race relations, and distinctive characteristics of Southern society.

Alternate years: offered 2014–2015

HIST 470 Seminar in Theory and Practice of History

3 Credits F

An in-depth seminar in historical research and the examination of historical theory culminating in the preparation and presentation of a major research paper based on primary historical sources.

HIST 480 Internship

3 Credits F, I, S

HIST 490 Independent Study

3 Credits F, I, S

HIST 491 Research

3 Credits F, I, S

HIST 499 Honors Project

3 Credits F, I, S

Political Science and Global Studies

PSCI 210 Politics and Government in the United States

3 Credits F

Introduction to American politics, covering the development of American democracy, relations between

the states and the federal government, elections, the role of the media, the three branches of national government, and current public policy debates in American politics.

General education: United States

PSCI 215 Global Identities 3 Credits F, S

Interdisciplinary exploration of the power and dynamics of human similarities and differences on a global scale. Covers globalization from the perspective of identity and difference, and provides opportunities to question contemporary assumptions, values and patterns of behavior with the goal of making global interactions more constructive and more peaceful.

General education: global diversity

PSCI 220 Introduction to Political Philosophy 3 Credits S

Changing conceptions of freedom, virtue and truth from ancient Greece to contemporary political philosophy. Students analyze popular films to illustrate and critique philosophical theories.

General education: a course in religion or philosophy

PSCI 230 Introduction to Global Politics 3 Credits F

Introduces the world as a site of political activity. Examines institutions and processes on a global scale. Topics include sovereignty, power, globalization, war, multilateral institutions, the environment, trade, development, poverty and a variety of current events.

General education: global diversity

PSCI 240 Introduction to Comparative Politics 3 Credits S

Introduces the diversity of political structures, processes, cultures, ideologies and change (revolution, democratization, etc.), as manifested in multiple national political systems in the global community. Introduces the application of social science methods to political phenomena. Considers the outcomes of political systems for human well-being.

General education: global diversity

PSCI 250 Methods of Research and Data Analysis 3 Credits S

Introduction to the production of knowledge about political phenomena. Topics include the relationship between theory and research, formulation of research questions and research design, and quantitative and qualitative methods. Students understand and evaluate scholarly research in the field and conduct their own research projects.

PSCI 275 Individual Liberties, Civil Rights and Immigration 3 Credits I

Introduction to the protection of civil rights and liberties under the U.S. Constitution, the application of those rights to citizens and non-citizens and the constitutional principles relevant to policy debates surrounding immigration

PSCI 290 Aesthetics, Philosophy and Politics 3 Credits I

Reviews the role of aesthetics in the history of political philosophy to understand aesthetics as an alternative foundation for politics. Readings include canonical figures in the history of philosophy such as Thucydides, Plato, Aristotle, Hume, Kant, Nietzsche, Dewey and Arendt. Emphasizes developing aesthetic judgment as a key capacity of citizenship.

Alternate years: offered 2014–2015

General education: a course in religion or philosophy

PSCI 310 Latin American Politics 3 Credits S

Comparative analysis of contemporary Latin American politics and governments. Considers political and economic themes, noting especially the challenges of democracy, development and inequality. Examines the region's relationship with the rest of the world, including the United States.

General education: global diversity

PSCI 331 The Classical Mind (Cross-listed as PHIL 331) 3 Credits F

The primary works of Plato and Aristotle form the foundation for the development of certain issues traced

into the medieval era. The original contributions of major medieval thinkers, especially Augustine and Aquinas, are assessed.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

PSCI 332 Women and Politics

3 Credits I

Explores the role of women in American and global politics in order to understand the role of identity, institutions and social movements in democracy. Topics include women's influence on the development of the modern American welfare state, feminism, anti-feminism, public policy issues of special importance to women and social movement strategies.

Alternate years: offered 2013–2014

General education: United States

PSCI 335 Peace, War and World Politics

3 Credits F

Examines human understanding of the institution of warfare and alternative means of managing large-scale conflict. Also studies the concept of peace, including the personal and policy implications of the various definitions of the term.

Alternate years: offered 2013–2014

PSCI 336 United Nations

3 Credits I

History, structures, issues and politics of the United Nations, and a consideration of the organization's role in world politics. Includes a trip to New York City to tour U.N. headquarters and meet with diplomats.

Alternate years: offered 2013–2014

General education: global diversity

PSCI 338 Politics of Social Change

3 Credits I

An Interterm/first summer session travel course in which students travel to a site of recent political and social changes to explore the causes, dynamics and implications of revolutionary change.

Alternate years: offered 2014–2015

General education: global diversity

PSCI 350 Constitutional Law of Federalism and Institutional Powers

3 Credits F

Examination of the development of U.S. Supreme court decisions in the areas of federalism and the powers of the three branches of the federal government. Topics include judicial review, the war powers of the President, substantive due process, government takings and the commerce clause.

Alternate years: offered 2014–2015

General education: United States

PSCI 355 Constitutional Law of Civil Rights and Liberties

3 Credits S

Examination of the development of U.S. Supreme Court decisions in the areas of civil rights and civil liberties. Topics include first amendment rights to freedom of speech, press, and assembly, due process rights, and rights to equal protection.

Alternate years: offered 2014–2015

General education: United States

PSCI 356 United States Foreign Policy

3 Credits F

Examines the continuity and change in the contexts, structures, processes, actors and issues of U.S. foreign policy in the 20th and 21st centuries.

Alternate years: offered 2013–2014

PSCI 375 United States and the World

3 Credits I

Examination of major foreign policy issues facing the U.S. and consideration of policy options available.

PSCI 380 Public Administration

3 Credits S

Examination of the most pressing domestic issues confronting American society in the 21st century and the institutions and legal regimes developed to administer public policy. Topics include health care, education, criminal justice, social welfare policies, immigration, environmental issues, organizational theory,

bureaucratic management and budgeting. Emphasizes active learning with simulations, debates, and engagement with public policy and public administration professionals.

Alternate years: offered 2013–2014

General education: United States

PSCI 390 Public Policy 3 Credits F

Examination of the development and implementation of public policy with an emphasis on understanding change in policy regimes over time and the variety of regulatory mechanisms. Students research public policy on a topic of their choosing such as agriculture, social welfare, health care or environment.

Alternate years: offered 2015–2016

General education: United States

PSCI 401 Contemporary Political Thought 3 Credits S

Examination of the origins and development of contemporary notions of freedom, democracy and equality from Nietzsche to contemporary political philosophy. Topics include liberalism, libertarianism and postmodern political thought.

Alternate years: offered 2013–2014

General education: a course in religion or philosophy

PSCI 415 Policymaking, Interest Groups and Congress 3 Credits S

Examination of how Congress, the Presidency and interest groups work together to make federal public policy. Topics include the legislative process, interest group activities and the role of the presidency in the development of the federal administrative state. Students research policymaking on a topic of their choosing.

Alternate years: offered 2014–2015

PSCI 420 International Law and Organization 3 Credits F

Explores the nature of international law and its similarities and differences with domestic law. Examines the institutions, rules and organizations that provide the context for global interactions in an increasingly globalizing world. Case studies include issues such as human rights, the International Criminal Court, the World Trade Organization and the World Bank, and International Monetary Fund.

Alternate years: offered 2014–2015

PSCI 440 Global Political Economy 3 Credits S

Political implications of global economic relations including topics such as the politics of trade, monetary relations, financial crises, development, global systems of production and consumption, and multinational corporations.

Alternate years: offered 2013–2014

PSCI 470 Seminar in Global Studies and Political Science 3 Credits F

Examination of significant professional literature in political science and global studies through preparation and presentation of a major research paper.

PSCI 480 Internship 3 Credits F,I,S

PSCI 490 Independent Study 3 Credits F,I,S

PSCI 491 Research 3 Credits F,I,S

PSCI 499 Honors Project 3 Credits F,I,S

Related Course: Geography

GEOG 340 World Regional Geography 3 Credits F

A human geographic exploration of all world regions, emphasizing population, cultural, economic and political geographies.

Prerequisites: HIST 110 and either ECON 200 or SOC 101, or permission of instructor

MATHEMATICS & COMPUTER SCIENCE

MAJORS

Mathematics
Computer Science
Information Systems Management

MINORS

Mathematics
Computer Science
Computer Information Systems

The department of mathematics and computer science offers majors in mathematics, computer science and information systems management. Students gain fundamental knowledge, as well as real-world practical experience, using the latest techniques and software in each field.

The mathematics and computer science majors are based on the guidelines recommended by the Mathematical Association of America and the Association for Computing Machinery, respectively. Information systems management is an interdisciplinary major in which students not only receive a thorough background in computer science and information technology, but also learn the critical skills of workplace management, communication and conflict resolution that will prepare them to lead IT departments and organizations.

Mathematics and computer science graduates are prepared for careers such as programmers, analysts, researchers, network administrators, technicians, statisticians and information technology specialists, as well as top graduate schools in technology and mathematics.

MATHEMATICS MAJOR

| | |
|----------|--------------------------------|
| MATH 131 | Calculus I |
| MATH 132 | Calculus II |
| MATH 210 | Introduction to Number Theory |
| MATH 216 | Set Theory and Symbolic Logic |
| MATH 220 | Introduction to Linear Algebra |
| MATH 231 | Calculus III |
| MATH 232 | Calculus IV |
| MATH 330 | Linear Algebra* |
| MATH 340 | Theoretical Statistics I |
| MATH 400 | Modern Algebra |
| MATH 410 | Real Variables I |
| MATH 420 | Real Variables II* |
| MATH 450 | Special Topics |

And two additional MATH courses numbered 300 or above, excluding MATH 480

Majors who wish to earn their secondary education licensure must also take MATH 300 and 320.

**Substitutions may be made for MATH 330 and 420 with permission of the department for students who will student teach in the spring of their senior year.*

COMPUTER SCIENCE MAJOR

| | |
|----------|--|
| MATH 131 | Calculus I |
| MATH 132 | Calculus II |
| CSCI 200 | Introduction to Programming |
| CSCI 205 | Data Structures and Abstraction |
| CSCI 225 | Mathematical Structures for Computer Science |
| CSCI 300 | Software Practice |
| CSCI 315 | Artificial Intelligence |
| CSCI 320 | Algorithm Analysis |
| CSCI 340 | Computer Architecture |
| CSCI 440 | Operating Systems and Networking |
| CSCI 460 | Seminar in Computer Science |
| CIS 250 | Introduction to Information Systems |
| CIS 450 | Software Engineering |

And two courses from the following:

| | |
|----------|--|
| ART 220 | Introduction to Digital Media |
| ART 322 | Web Theory and Design |
| CSCI 140 | Introduction to Web API Programming Using Facebook |
| CSCI 330 | Scripting Languages |
| CSCI 410 | Signal and Image Processing |
| CSCI 430 | Programming Paradigms |
| CSCI 435 | Compiler Design |
| CSCI 450 | Special Topics |
| CIS 325 | Data Communications |
| CIS 350 | Database Management |
| MATH 330 | Linear Algebra |
| MATH 340 | Theoretical Statistics I |
| MATH 350 | Numerical Analysis |
| PHYS 305 | Electronics |
| PHYS 306 | Digital Electronics |

May be taken as a dual major with mathematics.

INFORMATION SYSTEMS MANAGEMENT MAJOR

| | |
|----------|---------------------------------------|
| CIS 103 | Introduction to Computing |
| CIS 250 | Introduction to Information Systems |
| CIS 325 | Data Communications |
| CIS 350 | Database Management |
| CIS 450 | Software Engineering |
| CIS 460 | Seminar in Information Systems |
| CSCI 330 | Scripting Languages |
| BUS 300 | Principles of Organization Management |
| BUS 340 | Management Science |
| BUS 420 | Human Resource Management |
| PHIL 319 | Conflict Transformation |
| PHIL 320 | Professional Ethics |
| COMM 325 | Communication in the Organization |
| SOC 245 | Group Process |
| MATH 200 | Introduction to Statistics |

And one course from the following:

| | |
|----------|-----------------------|
| CSCI 105 | Beginning Programming |
|----------|-----------------------|

CSCI 200 Introduction to Programming

MATHEMATICS MINOR

MATH 131 Calculus I
 MATH 132 Calculus II
 MATH 210 Introduction to Number Theory
 MATH 220 Introduction to Linear Algebra
 MATH 231 Calculus III

And two additional MATH courses numbered 300 to 450, excluding MATH 320

COMPUTER SCIENCE MINOR

MATH 131 Calculus I
 MATH 132 Calculus II
 CSCI 200 Introduction to Programming
 CSCI 205 Data Structures and Abstraction
 CSCI 225 Mathematical Structures for Computer Science
 CSCI 300 Software Practice

And 6 additional credits in CSCI courses numbered 300 or above

COMPUTER INFORMATION SYSTEMS MINOR

May not be taken with a major in information systems management.

CIS 103 Introduction to Computing
 CIS 250 Introduction to Information Systems
 CIS 325 Data Communications
 CIS 350 Database Management
 CIS 450 Software Engineering

And one course from the following:

CSCI 105 Beginning Programming
 CSCI 200 Introduction to Programming

ALGEBRA I ADD-ON ENDORSEMENT

Students who are already admitted to the Teacher Education Program and are not already earning their secondary education licensure in mathematics may opt for an add-on endorsement in algebra I.

MATH 105 Mathematical Theory and Computation I
 MATH 115 Mathematical Theory and Computation II
 MATH 120 Precalculus
 MATH 131 Calculus I
 MATH 132 Calculus II
 MATH 210 Introduction to Number Theory
 MATH 200 Introduction to Statistics
 -or-
 MATH 340 Theoretical Statistics
 MATH 220 Introduction to Linear Algebra
 CSCI 105 Beginning Programming

Note: MATH 130 can be taken in place of the sequence MATH 131/132.

Requirements also include admission to the Teacher Education Program, earning an endorsement in another area and passing scores on the PRAXIS examination. If interested, please contact the chair of the mathematics and computer science department and the director of teacher education.

COURSES

Mathematics

MATH 103 Topics in Basic Mathematics

3 Credits I

Introduction to fundamental topics in mathematics that, at present, are only available to students taking upper-level math classes. Two main areas of emphasis are geometry and linear algebra. Additional topics include algebra of complex numbers, geometric and arithmetic sequences, and measurement systems (U.S. Customary and metric).

MATH 105, 115 Mathematical Theory and Computation I, II

3 Credits each F, S

Logically divided into four primary areas: arithmetic, geometry, algebra and problem solving. Each of the four areas is studied in both semesters. The theory of problem solving is an integral part of all aspects of the courses. The study of arithmetic includes the theory of arithmetic operations and the development of skills in computation; number theory and patterns in sequences of numbers are used to introduce the basics of mathematical proofs. The study of geometry includes identification of plane and solid geometric shapes, computations of perimeter, area and volume, and trigonometry of right triangles. The study of algebra includes basic algebraic operations, computation using functions, and graphing.

General education: core skills

MATH 107 Quantitative Reasoning

3 Credits F, S

Problem-solving approach to quantitative literacy that emphasizes the logical application of mathematical and statistical concepts and the critical consumption of quantitative literacy.

General education: core skills

MATH 109 Applied Algebra

3 Credits F, S

Topics include properties of real numbers, exponents, radicals, elementary algebraic operations, quadratic equations, elementary graphing techniques, and exponential and logarithmic functions. Problem-solving is emphasized throughout the course, especially the solution of consumer and business related problems.

Credit may not be received for both MATH 109 and 110

General education: core skills

MATH 110 College Algebra

3 Credits F, S

Real numbers, exponents, radicals and algebraic operations with polynomial and rational functions. Solving equations and graphing expressions involving polynomial and rational functions, and exponential and logarithmic functions.

Credit may not be received for both MATH 109 and 110

General education: core skills

MATH 120 Precalculus Mathematics

3 Credits F, S

Precalculus course for students continuing in mathematics. Topics include algebra, functions and relations, and trigonometry.

Prerequisites: MATH 110 or satisfactory performance on placement test

MATH 130 Survey of Calculus

3 Credits S

Differential and integral calculus for the student who needs a working knowledge of the subject but does not plan to pursue more advanced study in mathematics. Includes theory and application of limits, derivatives and integrals.

Prerequisites: MATH 120 or satisfactory performance on placement test

Credit may not be received for both MATH 130 and 131

MATH 131 Calculus I

3 Credits F, S

Study of differential calculus of a single variable. Applications of the derivative are made to curve sketching, max-min problems, linear approximation, and l'Hopital's Rule. Also included are applications of the

Intermediate Value Theorem and Mean Value Theorem.

Prerequisites: MATH 120 or satisfactory performance on placement test

Credit may not be received for both MATH 130 and 131

MATH 132 Calculus II

3 Credits F, S

Study of integral calculus of a single variable. Included are techniques of integration and numerical methods of integration. Applications of the integral are made to computing area, volume, arc length and selected topics.

Prerequisites: MATH 131

MATH 200 Introduction to Statistics

3 Credits F, S

Basic descriptive statistics, probability, hypothesis testing, correlation and regression. Statistical computer software is used to analyze data.

Prerequisites: MATH 109, 110, 115, or satisfactory performance on placement test

MATH 210 Introduction to Number Theory

3 Credits F

Emphasis is on mathematical proofs. Topics include properties of integers (such as odd, even, prime, etc.), division algorithm, least common multiples, greatest common divisors, binary operations and modular arithmetic.

Prerequisites: MATH 110

MATH 216 Set Theory and Symbolic Logic

3 Credits S

The first part of the course is devoted to naive set theory and includes the algebra of sets, relations, functions and orders. The second part is devoted to logic, including truth tables and first-order predicate calculus.

Prerequisites: MATH 132 and 210

MATH 220 Introduction to Linear Algebra

3 Credits S

Emphasis on finite dimensional vector spaces and the algebra of matrices. Vector topics include n -dimensional vectors, dot product, norm, orthogonality, lines, planes, projections and cross products. Matrix topics include systems of equations, matrix operations, Gauss elimination, determinants, eigenvalues and eigenvectors.

Prerequisites: MATH 120

MATH 231 Calculus III

3 Credits F, S

Continuation of Calculus I and II. Included are Taylor polynomials, parametric equations, infinite series and polar coordinates. Also included is an introduction to multivariate calculus and multiple integrals.

Prerequisites: MATH 132

MATH 232 Calculus IV

3 Credits F, S

Introduction to multivariate calculus. Included are calculus of vector-valued functions and motion in space; limits, continuity, and partial derivatives of functions of several variables; vector fields, Green's Theorem, The Divergence Theorem and Stokes' Theorem.

Prerequisites: MATH 220 and 231

MATH 300 Modern Geometry

3 Credits F

Fundamental concepts of geometry, including projective and non-Euclidean geometries, with emphasis on the axiomatic method.

Prerequisites: MATH 132, 216 and 220, or permission of instructor

Alternate years: offered 2014–2015

MATH 305 Differential Equations

3 Credits F

Introduction to ordinary and partial differential equations. Includes solving first-order differential equations and linear differential equations with constant coefficients; series solutions of differential equations; and solving elementary partial differential equations.

Prerequisites: MATH 231

Alternate years: offered 2013–2014

MATH 320 History of Mathematics

3 Credits F, I

Survey of the history of mathematics from ancient civilizations to the modern mathematics of the 19th century.

Prerequisites: MATH 132

Alternate years: offered 2014–2015

MATH 330 Linear Algebra

3 Credits S

Fundamentals of linear algebra, including vector spaces, matrix algebra, linear transformations, and eigenvectors and eigenvalues.

Prerequisites: MATH 132, 216 and 220

Alternate years: offered 2013–2014

MATH 340 Theoretical Statistics I

3 Credits F

Fundamentals of probability and distribution theory. Includes probability theory, counting techniques, conditional probability, random variables, moments, moment generating functions, an introduction to multivariate distributions and transformations of random variables.

Prerequisites: MATH 231 or permission of instructor

Alternate years: offered 2013–2014

MATH 341 Theoretical Statistics II

3 Credits S

Introduction to mathematical statistics including convergence of sequences of random variables, central limit theorem, methods of estimation, hypothesis testing, linear models and analysis of variance.

Prerequisites: MATH 340

Alternate years: offered 2013–2014

MATH 350 Numerical Analysis

3 Credits S

Iterative techniques for solving non-linear equations, numerical differentiation and integration, and differential equations.

Prerequisites: MATH 231 and CSCI 105 or 200

Alternate years: offered 2014–2015

MATH 400 Modern Algebra

3 Credits F

Abstract algebra, with emphasis on algebraic structures such as groups, rings, integral domains and fields.

Prerequisites: MATH 216 and 231 or permission of instructor

Alternate years: offered 2013–2014

MATH 410, 420 Introduction to Real Variables I, II

3 Credits each F, S

Real number system, topology of Euclidean Spaces, theory of limits, differentiation, integration and infinite series.

Co-requisites for MATH 410: MATH 232

Prerequisites for MATH 410: MATH 216

Prerequisites for MATH 420: MATH 410

Alternate years: offered 2014–2015

MATH 450 Special Topics

3 Credits F

Devoted to a subject chosen from among the various fields of mathematics in which regular courses are not offered. Possible topics include complex variables, number theory, topology, probability, and applied mathematics, as well as others. A student may take the course more than once, provided different topics are covered.

Prerequisites: permission of instructor

MATH 480 Internship

3 Credits F, I, S

MATH 490 Independent Study

3 Credits F, I, S

MATH 491 Research

3 Credits F, I, S

MATH 499 Honors Project

3 Credits F, I, S

Computer Science

CSCI 105 Beginning Programming

3 Credits F

Introduction to computer programming using a contemporary language. Problem-solving methods and algorithm development with emphasis on how to design, code, debug and document programs using techniques of good programming style.

CSCI 140 Introduction to Web API Programming Using Facebook

3 Credits I

Introduction to using a web Application Programming Interface (API) to develop basic web services. Specific focus on using the Facebook API. Upon completion, the student will have learned the various methods supported by the Facebook API as well as how to use a scripting language to access those methods.

CSCI 200 Introduction to Programming

3 Credits S

Introduces structured programming using a modern imperative language. Topics include assignment, input/output, flow of control, strings, arrays, records, files and functions. Emphasis on problem-solving, algorithm development and program design. Covers computing system structure and the edit, translate, debug and run-time environments of the programming language system. Applications include sorting and searching, string processing, simulation, elementary numerical methods and an introduction to graphics.

Assignments programmed in C++, Java, Ruby or Python.

Prerequisites: MATH 110

CSCI 205 Data Structures and Abstraction

3 Credits F

Continuation of CSCI 200. Topics include pointers, recursion, principles of language design and an introduction to object-oriented programming. Standard data structures and algorithms for sorting and searching data are introduced, including lists, stacks, queues and trees. Software engineering concepts such as top-down design, stepwise refinement, modularization, testing and documentation are emphasized. All concepts reinforced through programming assignments in C++, Java, Ruby or Python.

Prerequisites: CSCI 200 and MATH 120

CSCI 225 Mathematical Structures for Computer Science

3 Credits S

Introduction to the fundamental mathematical concepts and structures used in computer science. Topics include propositional and predicate logic; sets, functions and relations; mathematical induction, counting principles and recurrences; trees and graphs. Topics implemented in C++, Java, Ruby, Python, or mathematical programming languages such as Mathematica or MATLAB.

Prerequisites: CSCI 205; Co-requisites: MATH 131

CSCI 300 Software Practice

3 Credits F

Fundamental software development techniques in the context of small- to medium-scale applications. Topics include user-interface design and programming, fundamentals of graphics, use of APIs and software development tools, testing, and documentation. Extensive practice reading, writing and critiquing programs individually and in teams. Assignments programmed in C++, Java, Ruby or Python using appropriate programming APIs and libraries.

Prerequisites: CSCI 205 and 225

Alternate years: offered 2013–2014

CSCI 315 Artificial Intelligence

3 Credits S

General introduction to the field of Artificial Intelligence (AI). Discusses what AI is, surveys some of the major results in the field and looks at a few promising directions. Covers AI problem-solving, knowledge representation, reasoning, planning and machine learning in details with exercises that expose students to various AI systems and languages. Advanced topics such as natural language processing, vision, robotics and uncertainty are also covered at a survey level. Topics implemented in C++, Java, Ruby, Python, or mathematical programming languages such as Mathematica or MATLAB.

Prerequisites: CSCI 205, 225 and 320

Alternate years: offered 2013–2014

CSCI 320 Algorithm Analysis

3 Credits F

Impact of data structure design on algorithm design and performance. Topics include graph and tree

algorithms, performance analysis, testing and classification of algorithms, and design techniques. Topics implemented in C++, Java, Ruby, Python, or mathematical programming languages such as Mathematica or MATLAB.

Prerequisites: CSCI 205 and 225; *Co-requisites:* MATH 131

Alternate years: offered 2013–2014

CSCI 330 Scripting Languages

3 Credits F

Detailed survey of the syntax, semantics and programming using modern scripting languages. These languages are commonly used to support enterprise for report generation, formatting data, and as glue between languages and legacy applications. Develops the discipline of modern programming techniques in a variety of application areas. Assignments programmed in Perl, Python, Ruby and other scripting languages.

Prerequisites: CSCI 105 or 200 or permission of instructor

Alternate years: offered 2014–2015

CSCI 340 Computer Architecture

3 Credits F

Introduction to computer systems and their organization. Topics include logic, gate, component and system level organization of generic computing systems. Bus architecture, memory organization, data representation and processor design are discussed. Includes an introduction to assembly language programming with appropriate laboratory assignments.

Prerequisites: CSCI 200, 205 and 225

Alternate years: offered 2014–2015

CSCI 410 Signal and Image Processing

3 Credits S

Signal and image processing are studied using modern signal and image processing function libraries to explore and program waveform analysis, convolution and correlation including FIR filters, spectrum analysis and composing linear systems. Image processing expands FIR filtering from one dimension to two dimensions and studies applications such as image contouring, edge detection, smoothing and noise removal. Programming is required using signal and image processing APIs.

Prerequisites: CSCI 320 or permission of instructor

Alternate years: offered 2013–2014

CSCI 430 Programming Paradigms

3 Credits I

Survey of approaches to problem solving using non-imperative language features from the functional, logical, object-oriented and concurrent paradigms. Laboratory projects in several different languages are required; typical languages covered include LISP, ML, Ruby, Perl, Python, MATLAB, Prolog, Mercury, Smalltalk, Eiffel, SR and Erlang.

Prerequisites: CSCI 105 or 200 or permission of instructor

Alternate years: offered 2014–2015

CSCI 435 Compiler Design

3 Credits S

Introduction to the theory and practice of programming language translation. Topics include lexical analysis, parsing, symbol tables, type-checking, code generation and an introduction to optimization. Assignments programmed in C++, Java, Ruby or Python. Compiler generation tools such as Lex/Flex, Yacc/Bison, ANTLR, ANTLRWorks or others are used to implement translator and compiler development.

Prerequisites: CSCI 200, 205 and 225

Alternate years: offered 2014–2015

CSCI 440 Operating Systems and Networking

3 Credits S

Principles of computer operating systems, including the user and programmer interfaces and the management of processes, memory, I/O devices, files and networks. Covers issues of scheduling, security, concurrency and distributed algorithms. Provides practical experience working with the UNIX system. Practical UNIX network design and network security are discussed. Assignments programmed in C++ and various scripting languages.

Prerequisites: CSCI 205, 225 and 340

Alternate years: offered 2014–2015

CSCI 450 Special Topics

3 Credits F, I, S

Devoted to a subject chosen from among the various fields of computer science in which regular courses are not offered. Possible topics include graphics, natural language processing, scientific computing, web programming, GIS, parallel processing, robotics, simulation, as well as others. May take the course more than once, provided different topics are covered.

Prerequisites: based on topic or permission of instructor

Offered on demand

CSCI 460 Seminar in Computer Science

3 Credits F

Discussion and presentation of papers by students and faculty on problems of current interest in computer science. Students do research for a semester on a computer science topic and write a 25-page paper. A presentation and oral defense of the paper are required. The capstone project is designed so that students can highlight what they have learned.

Prerequisites: senior standing in the computer science major or permission of the instructor

CSCI 480 Internship

3 Credits F, I, S

CSCI 490 Independent Study

3 Credits F, I, S

CSCI 491 Research

3 Credits F, I, S

CSCI 499 Honors Project

3 Credits F, I, S

Computer Information Systems

CIS 103 Introduction to Computing

3 Credits F, I, S

Introduction to computing intended as a general education course for all students. Presents an overview of computing including history, operational principles, terminology, components, hardware and software trends, commercial benefits, social impact, legal and ethical aspects, consumer issues and typical software applications. Hands-on laboratory component introduces word processing, spreadsheets and databases. Does not count towards the computer science major or minor.

CIS 250 Introduction to Information Systems

3 Credits F, S

General approach to the use of information systems in management, education and government. Topics include computer terminology, data communications, system design, computer ethics, human-to-computer interfaces and computer-based decision support systems. Credit may not be received for both BUS 330 and CIS 250.

Prerequisites: CIS 103 or permission of instructor

CIS 325 Data Communications

3 Credits S

Concepts and applications of telecommunications technologies, networks and distributed information systems. Topics include various standards, protocols, architectures, requirements, communication techniques and management issues.

Prerequisites: CIS 250 or BUS 330 or permission of instructor

CIS 350 Database Management

3 Credits F

Concepts and applications of database management systems. Topics include physical and logical data organization, various database models, query languages, design concerns, integrity and security, and management issues. MS Access is used for assignments.

Prerequisites: CIS 250 or BUS 330 or permission of instructor

CIS 450 Software Engineering

3 Credits F

Introduction to the latest trends in software engineering, including program specification and requirements. Topics include problem solving techniques and software development. Particular emphasis on the design of large information systems projects.

Prerequisites: CIS 250 or BUS 330, or permission of instructor and one of the following courses: CSCI 105 or 200

CIS 460 Seminar in Information Systems

3 Credits S

Discussion, preparation and presentation of papers by students and faculty on topics of current interest in information systems. Capstone course for students majoring in information systems management.

Prerequisites: senior standing in the information systems management major or permission of instructor

CIS 480 Internship

3 Credits F, I, S

CIS 490 Independent Study

3 Credits F, I, S

CIS 491 Research

3 Credits F, I, S

MUSIC

MAJORS

Music

MINORS

Music

EMPHASES

Church Music

The music department at Bridgewater College serves the various needs of the academic community with the Carter Center for Worship and Music as the site of most musical activity. Students from all majors are invited to participate in one or more of the choral, instrumental or chamber ensembles, and private study (applied music) is available to singers and players. Students who choose music as a career may focus on performance and/or elect to gain certification to teach vocal or instrumental music in the public schools. An emphasis in church music is offered to music majors and supported by the College's strong choral tradition and outstanding rehearsal and performance facilities for organists. Internships in music and music-related fields can be arranged for those with special interests. Numerous courses offered by the music department meet the College's general education requirement in fine arts. Specific information about musical opportunities and courses at Bridgewater College is listed as follows.

MUSIC MAJOR

Requires the bachelor of arts degree and consists of 48 credit hours including the following courses:

| | |
|---------|-----------------------------|
| MUS 210 | Voice Methods |
| MUS 211 | Brass Methods |
| MUS 212 | Woodwind Methods |
| MUS 213 | String Methods |
| MUS 214 | Percussion Methods |
| MUS 215 | Keyboard Skills I |
| MUS 216 | Keyboard Skills II |
| MUS 225 | Theory and Aural Skills I |
| MUS 226 | Theory and Aural Skills II |
| MUS 315 | History of Music to 1750 |
| MUS 316 | History of Music since 1750 |
| MUS 343 | Music Arranging |
| MUS 345 | Theory and Aural Skills III |

- MUS 390 Special Topics: Major Composers
 MUS 420 Instrumental Conducting and Methods
 -or-
 MUS 421 Choral Conducting and Methods
 8 credit hours in applied music in the major performance area (300 level)
 4 credit hours in applied music in the minor performance area
 6 credit hours of ensembles

Jury examinations are required each year in the student's major performance area. Two public performances in the major performance area are required each year. A senior recital is required.

Teacher Certification—Choral/Vocal

Consists of completing a music major in voice or keyboard and a minor in keyboard or voice as well as participation in a choral ensemble during each year of residence and completion of the following professional education, music education and field experience courses and requirements:

- MUS 322 Choral Literature
 MUS 422 Music Education in the Elementary School
 MUS 436 Music Education in the Secondary School
 Admission to the education department and passing scores on the PRAXIS Examinations
 EDUC 140 Introduction to Foundations of American Education
 EDUC 200 Psychology of Education and Development
 EDUC 201 Field Experience I
 EDUC 215 Diversity in the Classroom
 EDUC 302 Field Experience II
 EDUC 303 Field Experience III
 EDUC 334 Literacy in the Content Area
 EDUC 370 Classroom Management (Secondary)
 EDUC 380 Practicum in Current Teaching Techniques
 EDUC 450 Seminar in Educational Philosophies
 EDUC 470 Professional Student Teaching

Teacher Certification—Instrumental

Consists of completing a music major in a band or orchestral instrument and a minor in a band, orchestral or keyboard instrument as well as participation in an instrumental ensemble during each year of residence, and completion of the following professional education/music education and field experience courses and requirements:

- MUS 323 Band Literature
 MUS 422 Music Education in the Elementary School
 MUS 436 Music Education in the Secondary School
 Admission to the education department and passing scores on the PRAXIS Examinations.
 EDUC 140 Introduction to Foundations of American Education
 EDUC 200 Psychology of Education and Development
 EDUC 201 Field Experience I
 EDUC 215 Diversity in the Classroom
 EDUC 302 Field Experience II
 EDUC 303 Field Experience III
 EDUC 334 Literacy in the Content Area
 EDUC 370 Classroom Management (Secondary)
 EDUC 380 Practicum in Current Teaching Techniques
 EDUC 450 Seminar in Educational Philosophies
 EDUC 470 Professional Student Teaching

MUSIC MINOR

Consists of 23–25 credit hours including the following courses:

| | |
|---------------------------------|-----------------------------|
| MUS 225 | Theory and Aural Skills I |
| MUS 226 | Theory and Aural Skills II |
| MUS 315 | History of Music to 1750 |
| -or- | |
| MUS 316 | History of Music since 1750 |
| 6 credit hours in applied music | |
| 4 credit hours of ensembles | |

And two additional courses chosen from the following:

| | |
|---------|-------------------------------------|
| MUS 315 | History of Music to 1750 |
| MUS 316 | History of Music since 1750 |
| MUS 345 | Theory and Aural Skills III |
| MUS 390 | Special Topics: Major Composers |
| MUS 420 | Instrumental Conducting and Methods |
| -or- | |
| MUS 421 | Choral Conducting and Methods |

A jury examination and a public performance are required during each semester of applied lessons.

CHURCH MUSIC EMPHASIS FOR MUSIC MAJORS

Consists of 19 credit hours including the following courses:

| | |
|---------|--|
| MUS 322 | Choral Literature |
| MUS 340 | Church Music |
| MUS 480 | Internship -or- an equivalent experience |

And the remaining credit hours chosen from the following courses:

| | |
|---------|--|
| MUS 362 | Counterpoint |
| MUS 400 | Composition |
| MUS 420 | Instrumental Conducting |
| -or- | |
| MUS 421 | Choral Conducting and Methods |
| MUS 422 | Music Education in the Elementary School |
| MUS 490 | Independent Study |

COURSES

MUS 110 Music Fundamentals

3 Credits F

No musical experience required. An introduction to reading music: scales, key signatures, intervals, rhythms, instruments and score study. Hands-on musical activities include eurhythmics, singing, and the playing of simple percussive and melodic instruments. Serves as a prerequisite to some courses in music; students may place out of this course by passing the music fundamentals diagnostic test.

MUS 210 Voice Methods

1 Credit S

Development of the singing voice: posture, breathing, vowels, consonants, intonation, placement and resonance; English, German, French and Italian diction; and choral and solo literature in several styles. Practical methods in teaching vocal music.

Prerequisites: music major or permission of instructor

MUS 211 Brass Methods

1 Credit F

Practical course in the teaching, playing and care of brass instruments.

Prerequisites: music major or permission of instructor

Taught concurrently with MUS 214

Alternate years: offered 2013–2014

MUS 212 Woodwind Methods

1 Credit S

Practical course in the teaching, playing and care of woodwind instruments.

Prerequisites: music major or permission of instructor

Alternate years: offered 2014–2015

MUS 213 String Methods

1 Credit S

Practical course in the teaching, playing and care of string instruments.

Prerequisites: music major or permission of instructor

Alternate years: offered 2014–2015

MUS 214 Percussion Methods

1 Credit F

Practical course in the teaching, playing and care of percussion instruments.

Prerequisites: music major or permission of instructor

Taught concurrently with MUS 211

Alternate years: offered 2013–2014

MUS 215 Keyboard Skills I

1 Credit F

Scales in all keys, chord progressions, harmonization of melodies and sight reading.

Prerequisites: two semesters of applied keyboard at the 200 level or a passing score on the keyboard diagnostic exam

MUS 216 Keyboard Skills II

1 Credit S

A continuation of keyboard skills study that prepares students to take the keyboard proficiency examination.

Prerequisites: MUS 215

MUS 220 Introduction to Western Music

3 Credits F, S

Listening and learning to recognize forms, styles, composers and works in Western music from the early Christian era to the present.

General education: fine arts

MUS 225 Theory and Aural Skills I

3 Credits F

Diatonic harmony, voice leading and phrase structure. Aural skills include sight singing and melodic dictation.

Prerequisites: MUS 110

MUS 226 Theory and Aural Skills II

3 Credits S

Continuation of harmony and voice leading with an exploration of secondary functions. Analyses of classical forms including sonata and rondo. Aural skills include sight singing and melodic dictation.

Prerequisites: MUS 225

MUS 232 American Music

3 Credits I

American musical life from Colonial times to the present. Samplings include music following both the European classical tradition (operatic, choral, symphonic, etc.) and America's popular tradition (ragtime, jazz, rock, etc.). Specific topics in the general areas are treated in detail by individual research.

General education: fine arts

MUS 233 Jazz in America

3 Credits I

Increases the appreciation and enjoyment of jazz. Examines the history and techniques of American jazz by lecture, demonstration, and audio and video recordings. Highlights differences in the music elements for the major jazz styles. During the third week of the course, the class travels to a significant jazz location (possibly New Orleans, Chicago, New York) to experience live jazz and culture pertaining to it.

General education: fine arts

MUS 235 American Theatrical Music

3 Credits F

Study of the sources and development of the American musical from George M. Cohan to Stephen Sondheim. Students learn the history of the musical, as well as its relationship to other genres such as opera,

operetta, dramatic song cycle and theatrical concert music.

General education: fine arts

MUS 237 Introduction to Ethnomusicology 3 Credits I

A survey of musical practices from around the world and a study of the roles that music making plays within a cultural context. Music, culture and the connection between the two are understood through lecture, recordings, video, and fieldwork involving observation and interview.

General education: fine arts

MUS 315 History of Music to 1750 3 Credits F

History of Western musical style from the early Christian era to 1750 including medieval, Renaissance and Baroque eras. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.

Prerequisites: MUS 110

General education: fine arts

MUS 316 History of Music since 1750 3 Credits S

History of Western musical style including Classical and Romantic eras as well as music of the 20th century. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.

Prerequisites: MUS 110

General education: fine arts

MUS 322 Choral Literature 2 Credits S

Choral literature, styles, forms and voicings from the Renaissance to the present. Historical considerations and performance practices are discussed, and criteria for selection of music for choirs is developed.

Alternate years: offered 2013–2014

MUS 323 Band Literature 2 Credits F

A study of the literature of the wind band from 1500 to the present day. Standard repertoire, performance practice and conducting considerations are discussed in order to develop skills for selecting appropriate music for middle school through advanced high school bands.

Alternate years: offered 2013–2014

MUS 329 Keyboard Pedagogy 3 Credits F

Separate studies of piano and organ teaching regarding teacher qualifications, teaching techniques, graded music courses, professional ethics and recital planning.

Offered on demand

MUS 340 Church Music 3 Credits F

Church music, with studies in hymnology, administration, graded choirs, choral techniques, choral literature and worship.

Offered on demand

MUS 343 Music Arranging 3 Credits S

Band and orchestral instruments and voices, and their classifications, ranges and general use. Includes writing and arranging music for vocal and instrumental solos and ensembles.

Prerequisite or co-requisite: MUS 226

Alternate years: offered 2013–2014

MUS 345 Theory and Aural Skills III 3 Credits F

Exploration of chromatic harmony, modal mixture, the Neapolitan chord, augmented sixth chords, and musical forms including variations and fugue. Introduction to post-tonal harmony. Aural skills include sight singing and melodic dictation.

Prerequisites: MUS 226

MUS 346 Advanced Theory 3 Credits S

Topics include enharmonic reinterpretation, chromatic modulation, altered dominants, synthetic scales, set

theory and twelve-tone serialism.

Prerequisites: MUS 345

Offered on demand

MUS 362 Counterpoint

2 Credits S

Introduction to the art of composing polyphonic music. Includes exploration of 16th century and 18th century styles.

Prerequisites: MUS 226

Offered on demand

MUS 370 History of Dramatic Music

3 Credits I

Analytical study of the history of dramatic music, especially opera and oratorio. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.

General education: fine arts

MUS 390 Special Topics: Major Composers

2 Credits S

Studies focused on one or more great composers. Analyses of scores and recordings as well as historical documents such as reviews, interviews, memoirs and manuscripts. May be taken more than once for credit if the featured composers are different each time.

Prerequisites: MUS 110

MUS 400 Composition

2 Credits S

Study and practice of musical composition, both traditional and modern.

Prerequisites: MUS 226

Offered on demand

MUS 420 Instrumental Conducting and Methods

3 Credits F

Elements of instrumental conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined instrumental and choral ensembles.

Prerequisites: MUS 226

Alternate years: offered 2014–2015

MUS 421 Choral Conducting and Methods

3 Credits F

Elements of choral conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined choral and instrumental ensembles.

Prerequisites: MUS 226

Alternate years: offered 2013–2014

MUS 422 Music Education in the Elementary School

3 Credits F

For future music teachers. Introduction to the melodic and harmonic instruments used in the elementary school. Selection and presentation of songs by rote and note, rhythmic activities, creative activities and listening materials for grades K–6.

Prerequisites: MUS 226

Alternate years: offered 2013–2014

MUS 436 Music Education in the Secondary School

3 Credits S

The methodology and philosophy of teaching music in the secondary school including general music, music appreciation, music theory and performing groups.

Prerequisites: MUS 226

Alternate years: offered 2014–2015

Performing Ensembles

Ensemble members earn 1 credit per semester, and are expected to commit themselves to participation in the ensemble for the full academic year. A maximum of 6 credits in ensemble participation may be applied toward graduation. Students from all majors are eligible for membership in the performing ensembles.

MUS 441 Concert Choir 1 Credit F, S
A select choral ensemble of about 45 singers who rehearse a wide variety of choral literature in preparation for the ensemble's annual spring concert tour. Serves as the College's ceremonial chorus.
Prerequisites: audition required

MUS 442 Chorale 1 Credit F, S
An ensemble of about 25 advanced singers. Appears on- and off-campus throughout the entire year in a variety of programs. Tours with the Concert Choir each spring. Makes occasional concert tours to distant locations in the United States and abroad. Members of the Chorale are required to be members of the Concert Choir (MUS 441). Membership is determined by auditions, which are held in the spring for the following year.
Prerequisites: audition required

MUS 443 Symphonic Band 1 Credit F, S
Performs a wide variety of concert band literature on- and off-campus. Instrumental music majors are required to enroll in this ensemble.
Prerequisites: previous instrumental music experience

MUS 444 Jazz Ensemble 1 Credit F, S
Performs a wide variety of jazz literature on- and off-campus. Members who are instrumental music majors are required to also be members of MUS 443 (Symphonic Band).
Prerequisites: audition required

MUS 445 Chamber Music Ensembles 1 Credit F, S
Small groups of brass, strings, guitars, percussion, woodwinds, vocalists, handbells and mixed ensembles. Groups perform on- and off-campus.
Prerequisites: permission of instructor

MUS 446 JMU Strings 1 Credit F, S
Bridgewater string players may audition for ensembles at James Madison University.
Prerequisites: audition required

Applied Music

Applied music lessons are taught individually and are scheduled by the instructor. They are worth 1 credit per semester and may be repeated for credit. There is a fee to register.
Anyone may register for the 200-level courses. The expectation is that the student will practice at least three hours per week. The 300-level courses are for the major performance area of a student majoring in music. The expectation is that the student will practice at least six hours per week. Non-majors may register at the 300 level by auditioning and permission from the instructor.

- MUS 201 or 301 Piano
- MUS 202 or 302 Organ
- MUS 203 or 303 Voice
- MUS 204 or 304 Woodwind
- MUS 205 or 305 Brass
- MUS 206 or 306 Percussion
- MUS 207 or 307 Strings
- MUS 208 or 308 Guitar

MUS 480 Internship 3 Credits F, I, S
MUS 490 Independent Study 3 Credits F, I, S
MUS 491 Research 3 Credits F, I, S
MUS 499 Honors Project 3 Credits F, I, S

PHILOSOPHY & RELIGION

MAJORS

Philosophy and Religion

MINORS

Philosophy and Religion

Peace Studies

PRE-PROFESSIONAL PROGRAMS

Ministry

Philosophy and religion is an ideal major for the liberal arts student. In all philosophy and religion courses, students see how logical tools and ethical principles help to bring together, and make personal, the variety of knowledge gained in other disciplines. Philosophy explores the “big questions” whose answers shape ideas of self, reality and meaning in life. Religion explores how those same ideas relate to ultimate concerns that are integral to past and present cultures, beliefs and practices. Study in philosophy and religion illuminates the historical and contemporary content of Western and Eastern cultures and is excellent preparation for developing a philosophy of life and for graduate school in any humanities field where both a clear understanding of intercultural history and effective skills in research and argumentation are requisites.

Career opportunities for the student going into ministry, religious education or graduate school in philosophy or religion begin with completing the major in the department of philosophy and religion leading to the bachelor's degree.

Pre-Professional Programs

The department of philosophy and religion offers pre-professional preparation for ministry that qualifies one as an applicant for admission to a theological seminary or university divinity school to pursue a master of arts or a master of divinity degree. Such a master's degree is prerequisite for ordination to the ministry in most denominations.

The degree from Bridgewater College in philosophy and religion also qualifies one as an applicant for admission to graduate schools' and universities' master's degree programs in philosophy, in religion, in peace and justice studies or in other humanities disciplines. The degree also qualifies one for lay leadership in religious education or for doing church work. The degree in philosophy and religion also has shown itself to have played an excellent role in preparation for law, management, educational administration, international relief service, education and music careers. In fact, majors in philosophy and religion have entered each of those varied fields. Recent graduates have been accepted into prestigious graduate schools such as American University, Bethany Theological Seminary, Candler School of Theology at Emory University, Duke University Divinity School, Oxford University, Princeton Theological Seminary and Union Theological Seminary (New York).

PHILOSOPHY AND RELIGION MAJOR

Requires the bachelor of arts degree. Consists of not less than 33 credits with a minimum of 12 credits each from philosophy and religion, the remaining credits composed of courses approved by the department and

chosen in individualized consultation with the academic advisor. In their senior year, majors must take the philosophy and religion seminar (either as PHIL 430 or REL 430).

PHILOSOPHY AND RELIGION MINOR

Consists of 18 credit hours selected from philosophy and religion courses in consultation with the advisor in the minor. It also requires an emphasis in one of the following areas: world religions, theology, philosophy, biblical studies or ethics.

World Religions

| | |
|---------|----------------------------|
| REL 340 | Religions of the Near East |
| REL 350 | Religions of the Far East |

Theology

| | |
|---------|--------------------------------|
| REL 331 | Christian Beliefs |
| REL 332 | Reformation Theology |
| REL 333 | Contemporary Christian Thought |

Philosophy

| | |
|----------|-------------------------------|
| PHIL 228 | Philosophy of Popular Culture |
| PHIL 310 | Logic |
| PHIL 331 | The Classical Mind |
| PHIL 332 | Modern Mind |
| PHIL 333 | Contemporary Philosophy |
| PHIL 335 | Philosophy of Religion |
| PHIL 337 | Philosophy of Science |
| PHIL 420 | Post-Modernism |

Biblical Studies

| | |
|---------|--|
| REL 325 | The Uses and Abuses of Christian Scripture |
| REL 326 | Readings in Hebrew Scriptures |
| REL 327 | Biblical Themes in Literature |
| REL 310 | Jesus in History and Culture |

Ethics

| | |
|----------|---|
| PHIL 225 | Contemporary Moral and Political Problems |
| PHIL 235 | Bioethics |
| PHIL 320 | Professional Ethics |
| PHIL 322 | Gender and Ethics |
| PHIL 340 | Environmental Ethics |
| REL 400 | Peace Studies Seminar |
| REL 420 | Christian Social Ethics |

PEACE STUDIES MINOR

Addresses the continuing need for intellectually substantial, morally grounded and practically effective alternatives to socially conditioned structures of conflict and violence. Consists of 18 credit hours including the following courses:

| | |
|--------------|--|
| REL 335 | Christian Perspectives on Violence and Peace |
| REL 420 | Christian Social Ethics |
| SOC/PHIL 319 | Conflict Transformation |

And three of the following courses:

| | |
|----------|---|
| PHIL 225 | Contemporary Moral and Political Problems |
|----------|---|

| | |
|----------|--|
| PHIL 490 | Independent Study |
| REL 317 | History of the Christian Church |
| REL 319 | History of the Church of the Brethren |
| REL 340 | Religions of the Near East |
| REL 400 | Peace Studies Seminar |
| REL 490 | Independent Study |
| PSCI 335 | Peace, War and World Politics |
| PSCI 356 | United States Foreign Policy |
| PSCI 420 | International Law and Organization |
| SOC 325 | Development and Underdevelopment in the Modern World |

Courses listed on a student's plan of the major in philosophy and religion are excluded.

GENERAL EDUCATION

The College's general education requirement of courses in religion or philosophy and in global diversity can be met by courses in the department of philosophy and religion. See the course's description in the catalog to discover the category to which a particular course applies. REL 220 meets the religion requirement of the College's general education plan.

COURSES

Philosophy

PHIL 225 Contemporary Moral and Political Problems

3 Credits I

Examines pressing moral and philosophical questions that have become major political issues of our day. Problems considered may include abortion, sexism, racism, drugs, privacy and censorship, civil disobedience and others of interest to the group.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

PHIL 228 Philosophy of Popular Culture

3 Credits I

A systematic philosophical analysis of the major entertainment media of modern American culture aimed at determining the values reflected in and arising from popular movies, television, comics, music and literature. Students select and research materials from the most popular national media, assessing the reasons for their extreme popularity.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Offered on demand

PHIL 235 Bioethics

3 Credits I

Confronts a number of modern scientific and ethical problems including abortion, genetic testing, genetically modified plants and animals, stem cells, gene therapy, research on humans and physician-assisted suicide. Biology and biotechnology often confound our notions of right and wrong, and what ethical behavior is.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

PHIL 300 Topics in Philosophy and Religion (Cross-listed as REL 300)

3 Credits F

Examines fundamental questions in metaphysics, epistemology and ethics from both a philosophical and a theological perspective. Introduces methods and subjects of study in the disciplines of philosophy and

religion. Designed and intended for students who are considering a major or minor in philosophy and religion.

General education: a course in religion or philosophy

PHIL 310 Logic

3 Credits F, S

Skills of reasoning for solving problems found in ordinary language, deductive and inductive formats, and in common fallacies. A brief introduction to symbolic logic, scientific method and probability.

General education: a course in religion or philosophy

PHIL 319 Conflict Transformation (Cross-listed as SOC 319)

3 Credits S

A broad introduction to the field, which familiarizes students with conflict and practical approaches to its transformation. Personal communication and conflict styles, negotiation skills, interpersonal mediation, and facilitation of group decision-making and problem-solving strategies are examined. Participation in discussions, exercises, analyses, role-plays and simulations frame the course. In addition to the regularly scheduled meeting times, one Saturday session is included.

Prerequisites: ENG 110, REL 220 and SOC 101

PHIL 320 Professional Ethics

3 Credits F, S

Pressing issues confronting professionals in a technological era. Utilizing the insights of philosophical and religious ethics, the course examines the responsibilities of the professional person in business, medicine, law, education, the ministry and other fields. Problems considered include confidentiality, accountability, whistleblowing, governmental regulation and ethical codes.

Prerequisites: ENG 110, REL 220 and junior or senior standing

General education: a course in religion or philosophy

PHIL 322 Ethics and Gender

3 Credits S

Introduces gender-related ethical issues. Surveys the development of gender and racial critiques of traditional ethical theories and examines how the concept of "the good life" is related to gender.

Prerequisites: ENG 110

General education: a course in religion or philosophy

Alternate years: offered 2014–2015

PHIL 328 Germanic Cultures

3 Credits I

Analyzes Germanic culture contributions by traveling to Germany, Austria and Switzerland. Language, philosophical influences and theological developments determine the itinerary for the course. Modern history from 16th century to the present suggest sites to be visited.

Prerequisites: ENG 110 and REL 220

General education: Europe

Offered on demand

PHIL 329 Classical Cultures: Greece and Italy

3 Credits I

Analyzes the historical and cultural roots of Western culture with special concern for the religious and philosophical heritage. Fifteen days of travel are combined with the academic study of the historical sites, literature, art and concepts of these extraordinary ancient civilizations.

General education: Europe

Alternate years: offered 2013–2014

PHIL 331 The Classical Mind (Cross-listed as PSCI 331)

3 Credits F

The primary works of Plato and Aristotle form the foundation for the development of certain issues traced into the medieval era. The original contributions of major medieval thinkers, especially Augustine and Aquinas, are assessed.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

PHIL 332 The Evolution of the Modern Mind

3 Credits S

The primary works of certain major philosophers who have shaped our intellectual history. Emphasis on

Descartes, Spinoza, Leibnitz, Hume, Locke, Kant and Hegel. Basic philosophical turning-points in the modern history of our civilization are highlighted.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

PHIL 333 Contemporary Philosophy

3 Credits F

Outstanding philosophical concerns of this milieu beginning with the Vienna Circle and continuing to the present. Focus is on the primary works of influential philosophers from analytical philosophy, language analysis, and important linguistic arguments from writers in other schools of thought and academic disciplines. Representative thinkers may include Wittgenstein, Ayer, Quine and Rorty.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2014–2015

PHIL 335 Philosophy of Religion

3 Credits I

Concepts and problems associated with theistic faith in the West. Areas of inquiry and reflection include the relation of philosophy to religion, arguments for and against the existence of God, the problem of evil, the nature of religious experience (including miracles and mystical experience), the purpose and meaning of religious language, and the immortality of the soul.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Offered on demand

PHIL 337 Philosophy of Science

3 Credits F

Interaction of philosophy and science that affects human understanding of the physical universe, life, the mind and human values. Investigations are made into methods of research, physical evidence defining our universe, the principle of relativity, the uncertainty principle, predictive knowledge and related topics.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

PHIL 340 Environmental Ethics

3 Credits S

Examines the historical development of environmental ethics in the U.S., major ethical approaches to contemporary environmental issues, and the application of those theories to particular topics such as ecojustice, biodiversity and global warming. Readings are drawn from a wide range of sources, from ancient scripture to current news reports.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

PHIL 420 Postmodernism

3 Credits S

Analyzes philosophically the eras of the 20th century considered “modernism” and “postmodernism.” Some key ideas of relativity, literary criticism, modern warfare, social norms and ethical values from art, literature, sciences, social sciences and philosophy. Authors from the movements called existentialism, structuralism, deconstructionism, feminism, pragmatism, et al.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

PHIL 430 Senior Seminar (Cross-listed as REL 430)

3 Credits F

Intensive study, research and discussion in a field of current interest in philosophy and religion. Required senior seminar for philosophy and religion majors.

Prerequisites: minimum of 18 credit hours of course work in the department of philosophy and religion

PHIL 480 Internship

3 Credits F, I, S

PHIL 490 Independent Study

3 Credits F, I, S

PHIL 491 Research

3 Credits F, I, S

PHIL 499 Honors Project

3 Credits F, I, S

Religion

REL 220 New Testament

3 Credits F, S

Christian beginnings with emphasis upon the literature and thought of the early Christian community. Introduces information and skills necessary for examining the New Testament documents and their relevance in the history of Western culture.

Prerequisites: ENG 110

General education: New Testament

REL 250 Reel-World Religions: Inter-Religious Encounters in Contemporary Film

3 Credits I

Studies six contemporary films that depict encounters between members of several world religions including Native American, Christian, Buddhist, Jewish, Shinto, Hindu and Muslim traditions. Explores inter-religious expressions from curiosity to resentment and hostility to reconciliation within the context of historical, political and inter-cultural crises and evolutions.

Prerequisites: ENG 110

General education: global diversity

REL 300 Topics in Philosophy and Religion (Cross-listed as PHIL 300)

3 Credits F

Examines fundamental questions in metaphysics, epistemology and ethics from both a philosophical and a theological perspective. Introduces methods and subjects of study in the disciplines of philosophy and religion. Designed and intended for students who are considering a major or minor in philosophy and religion.

General education: a course in religion or philosophy

REL 310 Jesus in History and Culture

3 Credits S

The person and significance of Jesus as understood in his own time and throughout history. Examines literature, art and film to appreciate how the perceptions of Jesus change and develop within various social and historical contexts.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

REL 312 Archaeology and the Bible

3 Credits I

Archaeology as it relates to biblical materials, especially to the Old Testament. An examination of findings and discoveries of the past two centuries and their relationship to biblical religion and faith, and to the history of the Hebrew people.

Prerequisites: ENG 110 and REL 220

Alternate years: offered 2014–2015

REL 315 The Lands of the Bible

3 Credits I

The history, sociology and archaeology of Palestine as these disciplines relate to the literature, religions and cultures of ancient Hebrew society and early Christianity. Following the first week of study on campus, two weeks are devoted to visiting sites of biblical and religious importance in Israel and Jordan.

Prerequisites: ENG 110 and REL 220

General education: global diversity

Alternate years: offered 2013–2014

REL 317 History of the Christian Church (Cross-listed as HIST 317)

3 Credits F

Introduction to Christianity, surveying all three historical traditions: Roman Catholic, Eastern Orthodox and Protestant. Special emphasis on social and political structures of the church, and issues in theology and ethics from the Apostolic Age to the present.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

REL 319 History of the Church of the Brethren

3 Credits I

From its beginning to the present day. Emphasis on understanding the church today in light of its historical development, and attention to Brethren doctrine and ideals.

Prerequisites: ENG 110 and REL 220

Offered on demand

REL 325 The Uses and Abuses of Christian Scripture

3 Credits S

Explores the power of Biblical interpretations to influence, control and mobilize readers. Focuses on the evolution of basic interpretive rules and assumptions about how to interpret Biblical passages, and also the changing contexts and objectives of Biblical interpretation from Jesus' readings of the Hebrew Bible through scholarly approaches that developed post-Enlightenment. Primary sources include divergent interpretations of passages, famous sermons and political speeches.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

REL 326 Readings in the Hebrew Scriptures

3 Credits S

History, literature and faith of the Hebrew people as revealed in the study of specific topics in Hebrew Scriptures. Designated material in the Hebrew Bible is examined through the insights of literary analysis, archaeology, anthropology and historical criticism with special emphasis on interpretive methods.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

REL 327 Biblical Themes in Literature (Cross-listed as ENG 327)

3 Credits S

Studies literature inspired by the Bible. Reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may differ in their retellings of the same story.

Prerequisites: ENG 110 and REL 220

General education: a course in literature

Alternate years: offered 2014–2015

REL 331 Christian Beliefs

3 Credits F

Introduction to Christian theology. The central doctrines of the Christian faith examined in the context of their historical development. Various interpretations of those doctrines in contemporary theology are evaluated.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2014–2015

REL 332 Reformation Thought

3 Credits F

The formative period of thought for contemporary Catholic and Protestant Christianity. Thinkers include representative scholastics, the Humanists, Luther, Zwingli and the Anabaptists, Calvin, and the Catholic Reform expressed in the Councils from Constance to Trent.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2014–2015

REL 333 Contemporary Christian Thought

3 Credits S

Critical reading and discussion of writings of representative, contemporary, academic theologians (including Barth, Bonhoeffer, Cone, Gutiérrez, Küng and Schüssler Fiorenza) with a view to developing an awareness of basic issues and patterns in present theological thinking.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2014–2015

REL 335 Christian Perspectives on Violence and Peace

3 Credits I

Biblical, historical and social attitudes toward violence and peace including a study of political, social and scientific factors that affect violence at the interpersonal, and through war at the international, levels of human experience. A seminar approach is used.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

REL 340 Religions of the Near East

3 Credits F

Major living religions of the Near East stressing a sympathetic understanding of the illumination that is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Judaism, Christianity and Islam.

Prerequisites: ENG 110 and REL 220

General education: global diversity

Alternate years: offered 2013–2014

REL 350 Religions of the Far East

3 Credits F

Major living religions of the Far East stressing a sympathetic understanding of the illumination that is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Hinduism, Buddhism and native Chinese religion.

Prerequisites: ENG 110 and REL 220

General education: global diversity

Alternate years: offered 2014–2015

REL 365 Foundations of American Religion (Cross-listed as HIST 365)

3 Credits S

Survey of American religious history with a focus on origins and diversity. Major topics include Puritanism, Revivalism, Mormonism, Methodism, African American religion, fundamentalism, Catholicism, Judaism and religion during the Cold War.

General education: United States

Alternate years: offered 2013–2014

REL 400 Peace Studies Seminar

3 Credits S

A brief history of peace studies in the United States, current issues in peace studies, studies in the philosophy of civilization, the roles of violence and nonviolence in protest and revolution, and the roles of church and state in peacemaking.

Prerequisites: ENG 110 and REL 220

Offered on demand

REL 420 Christian Social Ethics

3 Credits S

Personal and social ethical issues from the perspective of contemporary writings of Christian ethicists. Normative and contextual approaches. An examination of the relationship between religion and culture.

Prerequisites: ENG 110 and REL 220

General education: a course in religion or philosophy

Alternate years: offered 2013–2014

REL 430 Senior Seminar (Cross-listed as PHIL 430)

3 Credits F

Intensive study, research and discussion in a field of current interest in philosophy and religion. Required senior seminar for philosophy and religion majors.

Prerequisites: minimum of 18 credit hours of course work in the department of philosophy and religion

REL 480 Internship

3 Credits F, I, S

REL 490 Independent Study

3 Credits F, I, S

REL 491 Research

3 Credits F, I, S

REL 499 Honors Project

3 Credits F, I, S

PHYSICS

MAJORS

Physics

Applied Physics

- Engineering Physics
- Physics and Technology
- Physical Science

Physics and Mathematics

MINORS

Physics

PRE-PROFESSIONAL PROGRAMS

Engineering

DUAL-DEGREE PROGRAMS

Engineering—The George Washington University and Virginia Tech

Three different majors in the physics department provide opportunities for students to study the theoretical and applied nature of physics from within a broad liberal arts context. The courses of study in these majors prepare students for a variety of challenging and rewarding careers, not only in the fields of science and technology, but also in education, engineering and architecture, as well as careers emphasizing advanced analytical skills, such as business management, law, medical professions and ministry.

The physics major prepares a student for further study in graduate school or for a career in industry. A number of our graduates have used this route to prepare for study towards a master's degree in engineering. Others have entered doctoral studies and subsequent vocations in higher education or research. Still others have gone directly into technical jobs in business such as electronics technicians or computer specialists.

The physics and mathematics major is a broad course of study in both physics and mathematics, designed especially for students interested in high school teaching. Upon completion of this program and the necessary education courses, a graduate can become certified to teach both physics and mathematics in high school.

The applied physics major is for students interested in technical careers. Depending on their interests, students will select one of three tracks within this major. The engineering physics track is designed for students preparing for further study in engineering or completing a dual-degree engineering program with The George Washington University or Virginia Tech. Students interested in combining interests in physics, electronics and computer science should complete the physics and technology track. The physical science track gives a student a broad background in both physics and chemistry.

The department also offers students the opportunity to minor in physics, which can be a unique way of blending together an interest in traditionally non-science areas with an interest in physics. For example, students interested in careers in technical writing, patent law, philosophy or religion can combine studies in the humanities with physics. In addition, the department offers several courses in astronomy and physics that meet the general education needs of non-science majors.

PHYSICS MAJOR

For students planning on graduate study in physics or engineering or a physics-related career in industry.

Required courses:

| | |
|----------|-----------------------------|
| PHYS 221 | General Physics I |
| PHYS 222 | General Physics II |
| PHYS 305 | Electronics |
| PHYS 308 | Modern Physics |
| PHYS 311 | Classical Mechanics I |
| PHYS 331 | Electricity and Magnetism I |
| PHYS 345 | Experimental Physics |
| PHYS 460 | Seminar |

-or-

| | |
|----------|----------------|
| PHYS 499 | Honors Project |
| MATH 131 | Calculus I |
| MATH 132 | Calculus II |
| MATH 231 | Calculus III |
| MATH 232 | Calculus IV |

And 9 additional credits from PHYS courses numbered 300 or above.

APPLIED PHYSICS MAJOR

Primarily for students interested in careers in engineering or technology. Students completing dual-degree programs may transfer appropriate engineering courses for physics courses at the discretion of the department and the vice president and dean for academic affairs.

Required courses:

| | |
|----------|-----------------------|
| PHYS 221 | General Physics I |
| PHYS 222 | General Physics II |
| PHYS 308 | Modern Physics |
| PHYS 311 | Classical Mechanics I |
| PHYS 460 | Seminar |

-or-

| | |
|----------|----------------|
| PHYS 499 | Honors Project |
| MATH 131 | Calculus I |
| MATH 132 | Calculus II |

Students must select additional courses as outlined in one of the following tracks:

Track 1—Engineering Physics

Cannot be taken as a dual major with a major in physics.

Required courses:

| | |
|----------|------------------------|
| CHEM 161 | General Chemistry I |
| CHEM 162 | General Chemistry II |
| PHYS 312 | Classical Mechanics II |
| MATH 231 | Calculus III |
| MATH 232 | Calculus IV |

And four additional PHYS courses numbered 300 or above.

Track 2—Physics and Technology

Cannot be taken as a dual major with a major in computer science or physics.

Required courses:

| | |
|----------|---------------------------------|
| CSCI 200 | Introduction to Programming |
| CSCI 205 | Data Structures and Abstraction |

CSCI 225 Mathematical Structures for Computer Science

PHYS 305 Electronics

PHYS 306 Digital Electronics

And three additional PHYS, MATH and CSCI courses numbered 300 or above (one from each department).

Track 3—Physical Science

Cannot be taken as a dual major with a major in chemistry or in physics.

Required courses:

CHEM 161 General Chemistry I

CHEM 162 General Chemistry II

MATH 231 Calculus III

MATH 232 Calculus IV

And 15 additional credit hours in PHYS and CHEM courses numbered 300 or above (at least six from each department).

PHYSICS AND MATHEMATICS MAJOR

Primarily for students wishing to gain licensure in teacher education. Cannot be taken as a dual major with the major in mathematics or physics.

Required courses in physics:

PHYS 221 General Physics I

PHYS 222 General Physics II

PHYS 305 Electronics

-or-

PHYS 306 Digital Electronics

PHYS 308 Modern Physics

PHYS 311 Classical Mechanics I

PHYS 345 Experimental Physics

PHYS 460 Seminar

-or-

PHYS 499 Honors Project

Required courses in mathematics:

MATH 131 Calculus I

MATH 132 Calculus II

MATH 216 Set Theory and Symbolic Logic

MATH 231 Calculus III

MATH 232 Calculus IV

MATH 300 Modern Geometry

MATH 320 History of Mathematics

And 3 additional credits in mathematics from courses numbered 300 or above for a total of 24 credits.

PHYSICS MINOR

Required courses:

MATH 131 Calculus I

MATH 132 Calculus II

PHYS 221 General Physics I

PHYS 222 General Physics II

PHYS 308 Modern Physics

And three additional PHYS courses numbered 300 or above.

COURSES

PHYS 110 Introductory Astronomy

4 Credits F, S

Helps students appreciate and understand their physical environment and the methods of physical science through the study of basic astronomy. Topics include the history of astronomy; motion of celestial objects; planets of the solar system; birth, life and death of stars; galaxies; and cosmology. Three hours in class and two hours in lab per week.

General education: natural science

PHYS 125 Concepts of Physics

4 Credits F, S

Introduction to the basic concepts of physics emphasizing practical applications of physical laws to common occurrences. Physical descriptions are presented on how things move, the behavior of sound and light, uses of electricity and magnetism, and the behavior of fundamental particles. Three hours in class and two hours in lab per week.

Prerequisites: MATH 107 or satisfactory score on the placement exam, or permission of instructor

General education: natural science

PHYS 140 The Physics of Music

3 Credits I

Lectures and active-learning activities that explore the physics of sound and music. Topics include the propagation and energy of sound waves, frequency and wavelength, harmonics and overtones, perception of sound intensity, how various musical instruments produce different sounds, and standing waves in different media.

Prerequisites: MATH 107 or 110, or permission of instructor

PHYS 195 Visualizing Physics with Computers

3 Credits I

A hands-on introduction to scientific computing with professional software packages. Emphasizes the graphical capabilities of software, such as Mathematica, applied to problems in physics.

Prerequisites: MATH 120 or permission of instructor

PHYS 218, 219 College Physics I, II

4 Credits each F, S

Algebra-based exploration of the concepts of motion, forces, energy, waves, heat, electricity, magnetism, optics and modern physics. Three hours in class, one hour in recitation and two hours in lab per week.

Prerequisites: MATH 120; Prerequisites for PHYS 219: PHYS 218

General education: natural science

PHYS 221, 222 General Physics I, II

4 Credits each F, S

During the first term: Kinematics, Newton's Laws of Motion, conservation laws, rotational motion, periodic motion and fluid mechanics. During the second term: Thermodynamics, electricity, magnetism, optics and modern physics. A combination of lectures and learning by inquiry are employed. Computers are used for data acquisition, data analysis and mathematical modeling. Three hours in class, one hour in recitation and two hours in lab per week.

Prerequisites: MATH 130 or 132 or concurrent enrollment in MATH 131, 132 respectively; Prerequisites for PHYS 222: PHYS 221

General education: natural science

PHYS 305 Electronics

4 Credits F

Analog electronics including diode and transistor operation, mathematical circuit analysis and operational amplifier applications. Two hours in class and six hours in lab per week.

Prerequisites: PHYS 222 and MATH 132

Alternate years: offered 2013–2014

PHYS 306 Digital Electronics

3 Credits I

Analysis and applications of digital circuits such as flip-flops, registers, counters and analog-to-digital converters leading to interfacing real-time data collection to computers.

Prerequisites: PHYS 222 or 219

Alternate years: offered 2014–2015

PHYS 308 Modern Physics

3 Credits F

A survey of 20th century physics. Topics include relativity, wave-particle dualism, Schrodinger equation, wave functions, spectra, nuclear physics and elementary particles.

Prerequisites: PHYS 222 and MATH 132

Alternate years: offered 2013–2014

PHYS 311, 312 Classical Mechanics I, II

3 Credits each F, S

Kinematics and dynamics in one, two and three dimensions including oscillating systems, central force motion, Lagrangian and Hamiltonian dynamics, motion of rigid objects and wave motion.

Prerequisites: PHYS 222 and MATH 132; *Prerequisites for PHYS 312:* PHYS 311

Alternate years: offered 2014–2015

PHYS 331, 332 Electricity and Magnetism I, II

3 Credits each F, S

Electrostatics, scalar potential, electric fields and energy in conductors and dielectrics, electric currents, magnetic fields and energy, leading up to Maxwell's equations and from there to electromagnetic radiation.

Prerequisites: PHYS 222 and MATH 132; *Prerequisites for PHYS 332:* PHYS 331

Alternate years: offered 2014–2015

PHYS 341 Thermal and Statistical Physics

3 Credits S

Thermodynamics, kinetic theory and an introduction to statistical mechanics.

Prerequisites: PHYS 222 and MATH 232

Offered on demand

PHYS 345 Experimental Physics

3 Credits I

Classical and modern experiments give the student a basic understanding of experimental methods. Involves several lectures and extensive lab work.

Prerequisites: PHYS 222 and MATH 132

Alternate years: offered 2013–2014

PHYS 410 Optics and Laser Physics

4 Credits S

Electromagnetic nature of light, geometrical optics, polarization, interference, diffraction, holography and basics of lasers with applications. Three hours in class and three hours in lab per week.

Prerequisites: PHYS 222 and MATH 232

Offered on demand

PHYS 420 Quantum Mechanics

3 Credits S

Schrodinger equation, square well, harmonic oscillator, hydrogen atom, matrix methods, angular momentum, spin and approximation methods.

Prerequisites: PHYS 308 and MATH 232

Alternate years: offered 2013–2014

PHYS 450 Special Topics

3 Credits F, S

Devoted to a subject chosen from some field of physics in which regular courses are not offered. May be repeated for credit provided a different topic is covered.

Prerequisites: permission of instructor

Offered on demand

PHYS 460 Seminar

3 Credits S

Discussion and presentation of papers by students and faculty on problems of current interest in physics.

Prerequisites: senior standing with a major in physics, applied physics, physics and mathematics, or permission of instructor

PHYS 480 Internship

3 Credits F, I, S

PHYS 490 Independent Study

3 Credits F, I, S

PHYS 491 Research

3 Credits F, I, S

PHYS 499 Honors Project

3 Credits F, I, S

PSYCHOLOGY

MAJORS

Psychology

MINORS

Psychology

Neuroscience

Psychology, broadly defined, is the systematic, scientific study of physiological, behavioral and mental processes in humans and animals. The field of psychology is simultaneously a scholarly discipline, a research domain and an applied profession. Psychologists may work in clinical, counseling, educational, industrial or social settings and play central roles in the fields of health, sports, politics and business.

The main goal of the department of psychology at Bridgewater College is to teach students the significant concepts, theories, research findings and methodological approaches that have shaped the history of psychology and that represent the contemporary status of the field. A vital component of a Bridgewater student's training in psychology is direct involvement in psychological research and the application of knowledge, skills and techniques to the prevention, treatment and solution of individual and social problems.

The department of psychology offers a wide range of courses to students to represent the diversity of the field and to meet the diversity of students' interests. Students have the opportunity to choose those courses that best serve their interests and career goals.

The curriculum is decidedly research-focused while sampling from subfields within psychology that are traditionally regarded as fundamental (cognition, developmental and social) and those more often labeled as applied (clinical and sexuality), in addition to the neurosciences. Students may fulfill the senior capstone requirement through a faculty-mentored research project using state-of-the-art computing and laboratory or through applied research in a practicum setting at one of many human service agencies in the area. More specific information regarding the curriculum and the major in psychology follows.

PSYCHOLOGY MAJOR

A minimum of 42 credit hours including the following courses:

| | |
|---------|----------------------------|
| PSY 101 | General Psychology |
| PSY 210 | Biological Psychology |
| PSY 220 | Measurement and Statistics |
| PSY 230 | Research Methods |
| PSY 240 | Behavioral Psychology |

And three courses selected from the fundamentals of psychology category:

| | |
|---------|---------------------------|
| PSY 310 | Abnormal Psychology |
| PSY 330 | Memory and Cognition |
| PSY 350 | Social Psychology |
| PSY 370 | Developmental Psychology |
| PSY 390 | Sensation and Perception |
| PSY 399 | Psychology of Personality |

And two courses selected from the applied psychology category:

| | |
|---------|--|
| PSY 320 | Clinical Psychology |
| PSY 340 | Public Mental Health |
| PSY 360 | Psychopharmacology |
| PSY 380 | Human Sexuality |
| PSY 400 | Applied Behavior Analysis I: Fundamentals of Behavior Change |
| PSY 410 | Applied Behavior Analysis II: Analysis and Intervention |

And one course selected from the neurosciences category:

| | |
|---------|-------------------------|
| PSY 315 | Neurophysiology |
| PSY 317 | Biology of Mind |
| PSY 319 | Functional Neuroanatomy |
| PSY 375 | Applied Neuropsychology |

And two capstone courses selected PSY courses numbered 450 or above.

PSYCHOLOGY MINOR

A minimum of 23 credit hours including the following courses:

| | |
|---------|----------------------------|
| PSY 101 | General Psychology |
| PSY 210 | Biological Psychology |
| PSY 220 | Measurement and Statistics |
| -or- | |
| PSY 230 | Research Methods |
| PSY 240 | Behavioral Psychology |

And one course selected from the fundamentals of psychology category:

| | |
|---------|---------------------------|
| PSY 310 | Abnormal Psychology |
| PSY 330 | Memory and Cognition |
| PSY 350 | Social Psychology |
| PSY 370 | Developmental Psychology |
| PSY 390 | Sensation and Perception |
| PSY 399 | Psychology of Personality |

And one course selected from the applied psychology category:

| | |
|---------|--|
| PSY 320 | Clinical Psychology |
| PSY 340 | Public Mental Health |
| PSY 360 | Psychopharmacology |
| PSY 380 | Human Sexuality |
| PSY 400 | Applied Behavior Analysis I: Fundamentals of Behavior Change |

And one course selected from the neurosciences category:

| | |
|---------|-------------------------|
| PSY 315 | Neurophysiology |
| PSY 317 | Biology of Mind |
| PSY 319 | Functional Neuroanatomy |
| PSY 375 | Applied Neuropsychology |

NEUROSCIENCE MINOR

19 credit hours in the following courses:

| | |
|---------|-------------------------|
| PSY 315 | Neurophysiology |
| PSY 317 | Biology of Mind |
| PSY 319 | Functional Neuroanatomy |
| PSY 375 | Applied Neuropsychology |
| PSY 425 | Neuroscience Methods |
| PSY 475 | Neuroethics |

For students minoring in neuroscience and majoring in psychology, only 3 credit hours from the minor may be applied to the requirements for the major in psychology.

The introductory courses for the neuroscience minor are PSY 315, 317 and 319. The prerequisites for each of the three neuroscience minor introductory courses include PSY 101 and [PSY 210 or BIOL 110 or 112] or permission of the instructor. CHEM 125 or higher is prerequisite for PSY 425. Students interested in graduate work or careers in neuroscience are strongly encouraged to complete BIOL 305 and 314.

COURSES

PSY 101 General Psychology

3 Credits F, S

Introduction to psychology as a natural and a social science. Topics include the methods of science, biological bases of behavior, developmental processes, sensation and perception, states of consciousness, conditioning and learning, memory and cognition, motivation and emotion, theories and assessment of intelligence and personality, diagnosis and treatment of psychological disorders, and social-cultural influences on behavior.

General education: social sciences

PSY 150 Creativity and Problem-Solving

3 Credits I

Exploration of the field of creativity and problem solving through a study of creative people, the creative process and creative products. Students gain a fundamental knowledge of the neurological, psychological and sociological issues related to the study of creativity while also improving their own creative and problem solving abilities.

PSY 210 Biological Psychology

4 Credits F, S

Introduction to the biological bases of human and animal behavior. General introduction to the nervous system including its development, structure and function, with particular emphasis on the role of brain mechanisms in movement, circadian rhythms, hunger and thirst, sexual behavior, emotional behaviors and stress, learning and memory, and psychological disorders.

Prerequisites: PSY 101

PSY 220 Measurement and Statistics

4 Credits F

Introduction to basic principles of data analysis. Topics include data distributions, preparation of data and graphs, measurement of central tendency and dispersion, hypothesis testing, and descriptive and inferential statistics. Students develop expertise using SPSS and Excel through lab experiences and a group project.

Prerequisites: PSY 101 and fulfillment of the general education proficiency requirement in quantitative reasoning

PSY 230 Research Methods

4 Credits S

Exploration of descriptive, correlational, and experimental research methods and statistics. Topics include the scientific method, ethical research, hypothesis testing, reliability and validity, the nature and correct use of inferential statistics, and how to interpret main effects and interactions. Labs focus on SPSS analyses and a group designed research project. Three lecture hours and one lab per week.

Prerequisites: PSY 101

PSY 240 Behavioral Psychology

3 Credits F, S

Introduction to the experimental analysis of behavior. Historical and modern approaches in the scientific study of learning are discussed. Students are required to demonstrate factual knowledge in the major content areas, procedures and other advanced issues in regards to simple forms of learning such as habituation and sensitization and more complex forms of associative learning exemplified in classical and operant conditioning.

Prerequisites: PSY 101; Prerequisites or co-requisites: PSY 210 or 220 or 230, or permission of instructor

PSY 310 Abnormal Psychology

3 Credits F, S

Empirical findings related to the description, classification, assessment, etiology and treatments of various psychological disorders. Specific disorders examined include anxiety disorders, mood disorders,

substance-related disorders, personality disorders and schizophrenia. An important emphasis is understanding the impact of mental illness on individuals and their family and friends.

Prerequisites: PSY 101 or SOC 101, or permission of instructor

PSY 315 Neurophysiology (Cross-listed as BIOL 315) 3 Credits F

Interdisciplinary introduction to the function of the central nervous system. Basic principles of neuroscience including neuronal anatomy, electrical properties of neurons and cell biology of neurotransmitter release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.

Prerequisites: PSY 101 and 210 or BIOL 110 or 112, or permission of instructor

PSY 317 Biology of Mind (Cross-listed as BIOL 317) 3 Credits S

Examination of the contribution of neuroscience techniques to the understanding of sensation/perception, attention, learning, memory, language and consciousness. Lectures and papers involve an analysis of the interdisciplinary methods such as functional neuroimaging, electrophysiological methods and the neurological impairments of brain-damaged patients.

Prerequisites: PSY 101 and 210 or BIOL 110 or 112, or permission of instructor

PSY 319 Functional Neuroanatomy (Cross-listed as BIOL 319) 3 Credits F

Comprehensive analysis of the organization of vertebrate nervous systems approached from a structural perspective with emphasis on the human central nervous system. Principles of organization are stressed. Laboratory component introduces students to neuroanatomical and neurohistological methods and techniques. Both the gross and fine microscopic anatomy of the nervous system are studied.

Prerequisites: PSY 101 and 210 or BIOL 110 or 112, or permission of instructor

PSY 320 Clinical Psychology 3 Credits F

Introduction to the field of clinical psychology. Emphasis on covering the two main tasks of clinical psychologists: psychotherapy and testing. Content includes a variety of treatment approaches and therapeutic techniques, as well as testing situations and common clinical applications. Special emphasis given to clinical competence, client rights, and matching therapeutic techniques and tests with specific referral questions. Theoretical and applied material are integrated so as to provide students with the rationale for, and a "hands-on" feel of, clinical psychology. As appropriate, students have the opportunity to observe and/or informally administer psychological testing instruments and therapeutic techniques.

Prerequisites: PSY 220 and 310, or permission of instructor

PSY 330 Memory and Cognition 3 Credits -F

Investigation of the major areas of cognitive psychology. Topics include perception and attention, representation of knowledge, models of memory, problem-solving/reasoning, language and intelligence. Analysis of the validity and reliability of measuring cognitive processes occur through participation in hands-on experiments and demonstrations.

Prerequisites: PSY 230 or permission of instructor

PSY 340 Public Mental Health 3 Credits S

Exposes students to a broad view of public mental health and psychology in the public interest. Stimulates the interest of future researchers, clinicians and policy makers toward improvement of public mental health. Specific attention given to discerning science from pseudoscience in the practice of psychology.

Prerequisites: PSY 310 or permission of instructor

PSY 350 Social Psychology 3 Credits S

Overview of the study of how people's behaviors, attitudes and feelings are shaped by other people and the social environment. Topics include attraction, prejudice, deindividuation, persuasion, cognitive dissonance, social cognition, attribution theory and the social self. Emphasis on classic research and the latest studies in the field and their applicability to everyday experiences of the students.

Prerequisites: PSY 101 or permission of instructor

PSY 360 Psychopharmacology

3 Credits S

Introduction to selected topics from the study of drug effects on behavior and other psychological processes, including memory, motivation and perception. Special emphasis on the reinforcing properties of drugs and substance abuse/dependence.

Prerequisites: PSY 210 or permission of instructor

PSY 370 Developmental Psychology

3 Credits F, S

Surveys historical approaches, basic issues, recent research and current theoretical perspectives in developmental psychology. Emphasis on describing and explaining the changes that characterize physical, perceptual, cognitive, social and emotional development across the lifespan.

Prerequisites: PSY 101 or permission of instructor

PSY 375 Applied Neuropsychology (Cross-listed as BIOL 375)

3 Credits S

Multidisciplinary course in neuroscience, with clinical ties to neurology, psychiatry and psychology, as well as basic scientific links to biology, computer science and cognitive studies. Examines how the structure and function of the brain relate to specific cognitive processes and overt behaviors through the use of neuropsychological testing methods. Topics include orientation, learning and memory, intelligence, language, visuoperception and executive functioning. The administration, scoring and interpretation of various neuropsychological measures are discussed.

Prerequisites: PSY 220 or MATH 200 or SOC 350 and PSY 210 or 315, 317 or 319 or BIOL 110 or 112, or permission of instructor

PSY 380 Human Sexuality

3 Credits F

Overview of the psychological, social and biological aspects of sexuality that will be of use for communicating with romantic partners, doctors and children. Topics include sexual anatomy and physiology, sexually transmitted diseases, methods of contraception, prenatal sexual differentiation, sex research, attraction and love, sexual orientation, sexual dysfunction and sexual ethics.

Prerequisites: PSY 101 or SOC 101 and junior or senior standing

PSY 390 Sensation and Perception

3 Credits F

Survey of theories, principles and facts concerning the sensory sciences. Emphasis on the study of physical, physiological and psychological principles governing how we acquire information from the environment through the senses, and the organization of these sensations into meaningful, interpretable experiences. Although the focus is on mechanisms, the influence of disease, development and aging are also considered.

Prerequisites: PSY 210 or permission of instructor

PSY 399 Psychology of Personality

3 Credits S

Examination of the psycho-analytic, neo-analytic, trait, biological and adjustment approaches to "normal" and abnormal personality. The contributions of major personality theorists (Freud, Adler, Erikson, etc) are examined as well. Coursework emphasizes reflective essays and assessments to foster insight into the students' own personality.

Prerequisites: PSY 101 and 210, or permission of instructor

PSY 400 Applied Behavior Analysis I: Fundamentals of Behavior Change

3 Credits I, Sum

Emphasizes basic principles, procedures and ethical concepts of ABA. Topics include complexities and schedules of contingencies, antecedent analyses, prompting, shaping and fading in establishing alternative adaptive behaviors. Theory and application of techniques for improving communicative behaviors are covered, as are the evidence-based conditions for ABA. Completion satisfies part of the requirements needed for admission to the Board Certified Assistant Behavior Analyst examination (BCaBA).

Prerequisites: PSY 240

PSY 410 Applied Behavior Analysis II: Analysis and Intervention

3 Credits S, Sum

Covers ABA tasks and responsibilities in specific intervention situations. Ethical issues related to intervention are addressed. Focus on person-centered responsibilities including problem identification; problem measurement and assessment; task analyses, selecting, developing and modifying individual and group

interventions based on data; analyses of support systems in the environment; the fidelity of the implementation of the intervention; precision teaching; and the management and supervision of contingency systems. Completion satisfies part of the requirements needed for admission to the Board Certified Assistant Behavior Analyst examination (BCaBA).

Prerequisites: PSY 240 and 400, or permission of instructor

PSY 425 Neuroscience Methods (Cross-listed as BIOL 425) 4 Credits S

Lecture and laboratory course exposing students to a variety of research techniques employed by neuroscientists: behavioral and cognitive procedures for measuring reward, memory, attention and emotion; neuroanatomical procedures for staining and examining brain tissues; physiological procedures for recording the electrical activity of nerve cells, as well as commonly used techniques used to explore brain-behavior relationships (EEG, lesions, electrical and chemical stimulation).

Prerequisites: PSY 315, 317 or 319 and CHEM 125 or higher, or permission of instructor

PSY 450 Historical Issues in Psychology 3 Credits F, S

Reviews the history of modern psychology by focusing on its recurring theoretical issues. Topics include debates about the nature of consciousness, nativism and animal cognition.

Prerequisites: PSY 230 and junior or senior standing

PSY 460 Interaction Rituals: Research Seminar in Contemporary Psychology 3 Credits I

Overview of the psychology of social interactions involving status rituals and politeness expectations. Contemporary topics include forgiveness, lying, apologizing, teasing and gossiping. Discussion-based seminar causes students to examine their daily interactions more closely and gives them insight into their own status in their social groups. Daily research papers, a self-analysis project and a research proposal are the bases of the course grade.

Prerequisites: PSY 101 or permission of instructor

PSY 470 Special Topics 3 Credits I

Directed study of a selected research topic. Designed to help the advanced student develop knowledge of a specific area of research or practice.

Prerequisites: permission of instructor

PSY 475 Neuroethics 3 Credits I

Delineates the field of neuroethics concerned with the social, legal and ethical implications of modern research on the brain. Brings together contemporary writings from neuroscientists, bioethicists, public policy makers and scholars in the humanities for discussion and debate on these issues.

Prerequisites: PSY 101 and [PSY 210 or BIOL 110 or 112] or permission of instructor

Alternate years: offered 2013–2014

PSY 480 Internship 3 Credits F, I, S

PSY 481 Practicum in Applied Psychology 3 Credits F, S

Supervised practicum experience in a public or private agency setting that provides psychological or educational services. A student may enroll in a practicum for 3 credit hours in a semester, and practicum credit may be earned in one additional semester. Grade based on supervisor evaluations, class attendance and participation, setting up a specific learning agreement, completing weekly note-writing, compiling a scientific rationale for intervention and developing a case presentation.

Prerequisites: PSY 230, a minimum 2.5 GPA, and junior or senior standing

PSY 490 Independent Study 3 Credits F, I, S

PSY 491 Research 3 Credits F, I, S

PSY 499 Honors Project 3 Credits F, S

SOCIOLOGY

MAJORS

Sociology

MINORS

Crime and Justice

Cultural Studies

Social Work

The sociology department offers a broad range of courses leading to a bachelor of arts or bachelor of science with a major in sociology. Social work, crime and justice, and cultural studies minors are options for students majoring in any discipline. Each year, our graduates go into a variety of careers and graduate programs in the social sciences, human services, education, the legal professions, criminal justice, government, business and communications. The department places a strong emphasis upon developing skills in interpretation, writing, research and data analysis that are broadly transferable among many professional vocations. Many sociology courses are taught in an interactive format, in which student contributions are central to class sessions. Subjects include anthropology, cultural studies, group dynamics, criminology, inequality, family, race and ethnicity, social theory, and both quantitative and qualitative research and data analysis. The program features a balanced emphasis upon theoretical issues and practical skills; a senior practicum that is very flexible, with a strong reputation in local and regional organizations; a multi-function departmental computer lab; and a curriculum structure that invites our majors to consider minors in related disciplines and opportunities for study abroad.

SOCIOLOGY MAJOR

Consists of 36 credit hours including the following courses:

| | |
|----------|--|
| SOC 101 | Principles of Sociology |
| SOC 350 | Methods of Research and Data Analysis I |
| SOC 351 | Methods of Research and Data Analysis II |
| SOC 352 | Qualitative and Ethnographic Research |
| SOC 405 | The Community |
| SOC 420 | Social Inequality |
| SOC 450 | Sociological Theory |
| MATH 200 | Introduction to Statistics |
| PSY 220 | Measurement and Statistics |

And four additional SOC courses approved by the department

SOCIAL WORK MINOR

Consists of 21 credit hours in sociology and social work from the following courses:

| | |
|---------|--|
| SOC 254 | Introduction to Social Work |
| SOC 255 | Introduction to Social Welfare Systems |
| SOC 320 | Sociology of the Family |
| SOC 355 | Counseling and Personal Development |
| SOC 481 | Field Experience in Social Welfare |

And two courses from the following:

| | |
|---------|-------------------------------------|
| SOC 228 | Racial and Ethnic Studies |
| SOC 245 | Group Process |
| SOC 311 | Criminology |
| SOC 312 | Juvenile Justice |
| SOC 317 | Sociology of Birth and Death |
| SOC 319 | Conflict Transformation |
| SOC 335 | Immigrants in the Shenandoah Valley |
| PSY 340 | Public Mental Health |

CRIME AND JUSTICE MINOR

Consists of 24 credit hours including the following courses:

| | |
|---------|---|
| SOC 101 | Principles of Sociology |
| SOC 311 | Criminology |
| SOC 412 | Adjudication and Corrections: Existing and Alternate Strategies |
| SOC 483 | Senior Practicum in Crime and Justice |

And four courses from the following:

| | |
|--------------|--|
| SOC 312 | Juvenile Justice and Delinquency |
| SOC 313 | Gender, Crime and Justice |
| SOC/PHIL 319 | Conflict Transformation |
| SOC 330 | World Justice Systems |
| SOC 332 | Public Security and Insecurity |
| SOC 335 | Immigrants in the Shenandoah Valley |
| SOC 410 | Communication Law: Civil Liberties and the Public Good |
| PHIL 320 | Professional Ethics |
| PSCI 355 | Constitutional Law of Civil Rights and Liberties |
| PSCI 420 | International Law and Organization |
| PSY 340 | Public Mental Health |

CULTURAL STUDIES MINOR

Consists of 21 credit hours including the following courses:

| | |
|---------|---------------------------------------|
| SOC 232 | Cultural Studies |
| SOC 352 | Qualitative and Ethnographic Research |
| SOC 495 | Intercultural Seminar |

And four courses (200 level and above) from the following recommended electives:

| | |
|--------------|--|
| COMM 334 | Intercultural Communication |
| ENG 220 | American Folklife |
| ENG 243 | Native American Literature and Culture |
| PSCI/SOC 215 | Global Identities |
| PHIL 420 | Postmodernism |
| SOC 228 | Racial and Ethnic Studies |
| SOC 335 | Immigrants in the Shenandoah Valley |

Other elective courses may be included with departmental approval.

Courses for the minor must be taken in at least three different departments. No more than two courses will count toward both the minor and the student's major. No more than one Interterm course will count toward the minor.

COURSES

SOC 101 Principles of Sociology

3 Credits F, S

Introduction to sociology as the study of human arrangements, with emphasis upon the relationship between human behavior and the social context. Topics include the nature and impact of culture and social structure, inequality, poverty, social institutions, organizations, social interaction, impression management, social change, and the historical context of knowledge and relationships. Methods of sociological investigation and interpretation are also emphasized.

General education: social sciences

SOC 206 The Sociology of the Living Dead: Zombie Films and the Apocalyptic in American Culture

3 Credits I

Examination of the sociological implications of the zombie film genre, with emphasis on how the films may reflect cultural tensions between individualism and community, declining trust in government and other civic institutions, and the pervasiveness and influence of apocalyptic and millennial visions in American culture. Seminar discussion and analytic writing cultivate students' ability to interpret this cultural phenomenon as well as others, more generally.

Prerequisites: SOC 101

General education: United States

SOC 208 Studying the American Militia Movement: Guerrillas in Our Midst

3 Credits I

Explores the genesis of the American militia movement and its current incarnations, employing sociological theories of culture, ideology, social movements, and cultural change to examine the movement and the ways in which it yields insights into some crucial questions about our society and our social ideals: how we define citizenship, community and nation; how members of social movements and subcultures create insider-outsider distinctions between themselves and non-members; and the cultural values and symbols upon which social movements draw in order to communicate a vision of America as they see it and as they believe it should be.

Prerequisites: SOC 101

General education: United States

SOC 215 Global Identities (Cross-listed as PSCI 215)

3 Credits F, S

Interdisciplinary exploration of the power and dynamics of human similarities and differences on a global scale. Covers globalization from the perspective of identity and difference, and provides opportunities to question contemporary assumptions, values and patterns of behavior with the goal of making global interactions more constructive and more peaceful.

General education: global diversity

SOC 220 Social Problems

3 Credits I

Problems of population growth, environment and resource depletion, alcoholism and drug addiction, crime and violence, inequity and poverty, unemployment, alienation and others is studied. Development of public awareness, role of social movements, theoretical approaches, value conflicts, interest groups and power struggles, and examination of proposed solutions are also included.

General education: United States

SOC 228 Racial and Ethnic Studies

3 Credits F

The nature of racial relations and inequalities in American society, including their historical origins and relationship to Western capitalist development. The ethnic composition of contemporary American society, impact of legal and illegal immigration patterns, dynamics of modern structures and institutions, the Civil Rights Movement, inter-ethnic conflicts and attitudes, multiculturalism and status of affirmative action are analyzed in the context of national and global social change.

Prerequisites: SOC 101

General education: United States

SOC 230 Mass Media and Society (Cross-listed as COMM 230)

3 Credits S

Survey of media history and an examination of the effect mass media has on American society. Examines

the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis upon the development of the information society.

SOC 232 Cultural Studies

3 Credits F

Introduction to the theory and practice of cultural studies, engaging with major themes and scholarly research in this interdisciplinary field. A critical perspective on mass media and popular culture is emphasized. Topics include ideology, neoliberalism, recursivity, patriarchy, racism and celebrity fetishism.

Prerequisites: SOC 101

SOC 235 General Anthropology

3 Credits F

Human biology and evolution as seen through genetics, races, archaeology and prehistory; and the diversity and uniformity of human behavior as seen through cross-cultural studies. The growth and spread of culture in time and space are reviewed; the impact of urbanization, industrialization and technological trends on the nature and quality of man's life are examined.

Credit may not be received for both SOC 235 and 236

General education: global diversity

SOC 236 Cultural Anthropology

3 Credits F

Focused on the cultural branch of anthropology, topics include how the different contexts in which humans live have produced variations in belief, food, dress, music, kinship, gender, visual aesthetics, language and other cultural aspects of ordinary life. Also introduces ethnography, an anthropological way of doing research and writing, in order to understand cultural difference.

Credit may not be received for both SOC 235 and 236

General education: global diversity

SOC 238 Introduction to Material Culture Studies

3 Credits I

Introduces students to techniques for examination of objects and artifacts through the study of important texts, hands-on experience, on-site visits to museums, buildings and cultural landscapes. Topics include vernacular architecture, cultural geography, popular design, technology, folk life and archaeology.

Prerequisites: SOC 101

General education: United States

SOC 245 Group Process

3 Credits I

Study of the behavior of individuals in small groups with a focus on the development of interpersonal communication skills. Topics include facilitation, leadership styles, decision making, problem solving and mediation. Attention directed at how groups form and change over time; how conflict occurs and is managed; how roles and norms develop; and the nature of power, conformity and deviance in groups. The relevance of this work to applied settings is also discussed.

Prerequisites: SOC 101

SOC 304 Sociology of the Caribbean: A Case Study of Jamaica

3 Credits I

Sociological exploration of the Caribbean with Jamaica as the case study. Examines the political, economic and social aspects of Jamaica in the context of the Caribbean region and in comparison with the rest of the world. Jamaican history, language, race, social class, ethnicity and the impact of the tourist industry are explored.

Prerequisites: SOC 101

General education: global diversity

SOC 306 Cultures of Japan

3 Credits F, S

Historical and cultural study of Japan, with particular attention to religion, government and the arts. Consideration given to daily life in Japan and current problems and changes.

Prerequisites: SOC 101

General education: global diversity

SOC 308 Sociology of the African Continent: A Case Study of Zambia

3 Credits I

Sociological exploration of how the geography, climate, colonial history, rural economic development,

urbanization, democratization, tribal cleavage and affiliation influence the culture, language, politics, tourism, racial and ethnic relations, education and family structure of Zambia. As a case study of the African continent, Zambia is used to investigate contemporary African challenges. A 12-day trip to Zambia focuses on visiting the capital city of Lusaka, the University of Zambia, Nkhanga Rural Region Village Library of Lundazi District of Eastern Zambia, the Victoria Falls and the Luangwa Game Park.

Prerequisites: One of the following: SOC 101, 235, 236, SOC/PSCI 215 or permission of instructor

General education: global diversity

SOC 309 Cultures of Africa

3 Credits F

The racial, social and cultural history of Africa in ancient and modern times. Attention given to the impact of urbanization and to African responses to Western values and institutions as carried to the continent by the colonial powers as well as contemporary political and socioeconomic trends and problems.

Prerequisites: SOC 101

General education: global diversity

SOC 311 Criminology

3 Credits F

Examination of theories pertaining to the causes of crime and treatment of offenders. Theories of violent and property crimes (including "white-collar" crimes) are explored. Critical analysis of the social, political and cultural context of the justice system in the U.S., with a special emphasis on questions of justice, fairness and equality are also undertaken.

Prerequisites: SOC 101

SOC 312 Juvenile Justice and Delinquency

3 Credits S

Analysis of juvenile crime and its connections to family structures, peer groups and the educational system, as well as gender, race and class. Trends in juvenile corrections are examined along with current debates on reform. Special topics include gangs, juvenile detention, probation, child advocates, waiver to adult courts and hospitalization.

Prerequisites: SOC 101

Alternate years: offered 2013–2014

SOC 313 Gender, Crime and Justice

3 Credits S

Investigation of the interaction between gender and social control in the U.S. and cross-culturally. The gendered nature of criminal activity is examined empirically and theoretically. The justice system, including the correctional treatment of women, is examined for its relationship to historical shifts in the status and treatment of women.

Prerequisites: SOC 101

Alternate years: offered 2015–2016

SOC 317 Sociology of Birth and Death

3 Credits S

Examination of how society supports, controls and constrains our arrival into and departure from the world, revealing the ways that events often assumed to be "natural" are in fact conditioned by social and cultural forces. Special emphasis on the communication of cultural norms regarding birth and death, the impact of advances in medicine and technology, and how birth and death become cultural metaphors for other social phenomena.

Prerequisites: SOC 101

Alternate years: offered 2013–2014

SOC 319 Conflict Transformation (Cross-listed as PHIL 319)

3 Credits S

Broad introduction to the field, familiarizes students with conflict and practical approaches to its transformation. Personal communication and conflict styles, negotiation skills, interpersonal mediation, and facilitation of group decision-making and problem-solving strategies are examined. Participation in discussions, exercises, analyses, role-plays and simulations frame the course. In addition to the regularly scheduled meeting times, one Saturday session is included.

Prerequisites: ENG 101 or 110 or 140, REL 220, and SOC 101

SOC 320 Sociology of the Family (Cross-listed as FCS 320) 3 Credits F

Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Topics include the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle and family tensions.

Prerequisites: SOC 101

SOC 325 Development and Underdevelopment in the Modern World 3 Credits S

Dilemmas, tensions, and theoretical and policy issues related to the position of Third World countries in the modern world. Questions of urbanization, industrialization, modernization, westernization and distribution of economic resources are discussed. Various theories of development and underdevelopment are critically examined.

Prerequisites: major in one of the social sciences or permission of instructor and SOC 101

General education: global diversity

SOC 330 World Justice Systems 3 Credits S

Comparative study of justice systems derived from major legal traditions. The development and application of these systems is examined, with an emphasis on historical trends and social forces that shape them. Comparative themes include the role of political power, public perceptions, systems of morality, constructions of guilt and corrections philosophies.

Prerequisites: SOC 101

Alternate years: offered 2014–2015

SOC 332 Public Security and Insecurity 3 Credits F

Examines perceptions of security and danger in America since the early 20th century and their effect on the balance between public safety and individual liberty. Examples include organized crime, labor conflict, the communist threat, youth gangs, drugs and terrorism. The role of “moral entrepreneurs,” special interest groups, mass media, intelligence and surveillance, and political manipulation are explored. The balance of public safety and individual liberty is central to explorations throughout the course.

Prerequisites: SOC 101

Alternate years: offered 2014–2015

SOC 335 Immigrants in the Shenandoah Valley 3 Credits S

Examination of the growing ethnic diversity in the Shenandoah Valley through study of contemporary theories and research on immigration. Hands-on field experience includes first-hand interaction with local immigrants and is particularly beneficial for students seeking Spanish language, intercultural and service-learning experience.

Prerequisites: SOC 101

General education: global diversity

Alternate years: offered 2013–2014

SOC 340 Cultural Theory at the Movies 3 Credits I

Introduction to theories of culture and society using movies as a medium. Important lenses in cultural studies including critical theory, postmodernism, postcolonial theory, feminism/critical race theory, and psychoanalysis are introduced through “textual” examination of 21st century films across the global landscape. This is less a film class than a survey of major contemporary theories in the humanities and social sciences. Highly recommended for students considering graduate studies in the humanities or social sciences, or for anyone interested in developing a critical viewpoint on films and culture in general. Students should be prepared to view challenging films that may depict violence, sexual situations, substance abuse and/or strong language.

Prerequisites: SOC 101 or permission of instructor

General education: global diversity

SOC 350 Methods of Research and Data Analysis I 3 Credits F

Scientific methods and their application in the study of social phenomena, with emphasis on survey research. Topics include the relation between theory and research, defining and operationalizing a research

problem, questionnaire construction, research design alternatives, sampling, measurement, and elementary data analysis and reporting utilizing the Statistical Package for the Social Sciences (SPSS).

Prerequisites: SOC 101 and MATH 200 or PSY 220

SOC 351 Methods of Research and Data Analysis II

3 Credits S

The application of scientific research methods to specific research problems. Various measurement, scaling, and statistical techniques are utilized to address research problems defined by the students. The Statistical Package for the Social Sciences (SPSS) is used to analyze data from the General Social Survey (GSS) and other existing data sets. Culminates in a major research paper that is presented in oral and written form.

Prerequisites: SOC 350

SOC 352 Qualitative and Ethnographic Research

3 Credits S

Investigation of the practical, theoretical and ethical issues involved in interpretive, field-based research. Specific research methods addressed include participant observation, interviews, action research, case studies, multimedia analysis and ethnography. Hands-on experience includes students developing and conducting original field research projects.

Prerequisites: SOC 101

SOC 405 The Community

3 Credits S

Senior capstone course offering an exploration of the nature of community in American society. Topics include rural/urban contrasts, and the balance between individualism and social obligation. Students engage both classical and contemporary community literature.

Prerequisites: SOC 101

SOC 410 Communication Law: Civil Liberties and the Public Good

3 Credits S

(Cross-listed as COMM 410)

Examination of how the mass media are constrained and protected by the law and court interpretations. Issues explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.

SOC 412 Adjudication and Corrections: Existing and Alternate Strategies

3 Credits S

Critical evaluation of structures of adjudication, sentencing and corrections in the United States. Includes an examination of alternative approaches to justice and reconciliation, such as community-based rehabilitation, victim/offender conflict mediation, etc. Various strategies for community reintegration are also explored.

Prerequisites: SOC 101

SOC 420 Social Inequality

3 Credits S

Patterns of social stratification and important theories of the class structure. Stress placed upon analysis of the American class system. Acquaintance with major research in the field is emphasized.

Prerequisites: SOC 101

SOC 450 Sociological Theory

3 Credits F

Survey of classical and contemporary sociological theory, including the works of Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, Erving Goffman, Harold Garfinkel and others.

Prerequisites: SOC 101

SOC 480 Internship

3 Credits F, I, S

SOC 483 Senior Practicum in Crime and Justice

3 Credits F, I, S

Capstone course for the crime and justice minor. Students gain direct experience with the field in agencies of law enforcement; courts or law firms; and corrections, rehabilitation and community restoration. The practicum requires 120 hours of field participation over the semester, weekly journals and a final substantive, scholarly paper.

Prerequisites: at least two courses from SOC 311, 319 or 412, and one course from the crime and justice minor electives, or permission of instructor

| | | |
|--|-----------|---------|
| SOC 490 Independent Study | 3 Credits | F, I, S |
| SOC 491 Research | 3 Credits | F, I, S |
| SOC 495 Intercultural Seminar | 3 Credits | S |
| Capstone seminar for the cultural studies minor providing a collaborative space for in-depth examination of student-driven topics as well as semester-long independent student research projects. <i>Prerequisites: SOC 232 and 352</i> | | |
| SOC 499 Honors Project | 3 Credits | F, I, S |

Related Courses: Social Work

| | | |
|---|-----------------|---------|
| SOC 254 Introduction to Social Work | 3 Credits | F |
| Overview of the development of social work as a profession with an introduction to the various settings in which social work is practiced. Emphasis on the value orientation and ethical code of the profession and legal issues facing both practitioners and clients. Twenty hours of community service is a component of this course. <i>Prerequisites: SOC 101</i> | | |
| SOC 255 Introduction to Social Welfare Systems | 3 Credits | S |
| Traces the origins and development of current social welfare institutions and illuminates the philosophical and ethical considerations undergirding social policy while considering the merits and deficits of current social services. While a primary focus is on the political, economic and social context of the American welfare system, cross-cultural comparisons are considered. <i>Prerequisites: SOC 101</i> | | |
| SOC 355 Counseling and Personal Development | 3 Credits | F |
| Basic counseling skills and models are outlined for students who plan to enter a helping profession. Primary focus is placed on current counseling techniques and strategies. Helping skills such as attending, reflecting, clarifying, empathizing, supporting, examining feedback, confronting and facilitating group process are treated. Goal setting, decision making, self-awareness and referral techniques are also included. <i>Prerequisites: SOC 101</i> | | |
| SOC 481 Field Experience in Social Welfare | 3 or 12 Credits | F, I, S |
| Provides social work experience through placement in a human service agency. Placement may be arranged for 12 weeks of a full-time experience during the normal semester or on a part-time basis for 3 credit hours. The experience is under careful supervision of both the agency and the sociology department. The student's interest influences the choice of an agency. One hundred twenty hours of participation are required for 3 credit hours and 480 hours are required for 12 credit hours. <i>Prerequisites: SOC 254, 255 and 355, or permission of instructor</i> | | |

| | | |
|--|-----------|---------|
| SOC 482 Proseminar in Social Work Ethics | 3 Credits | F, S |
| This independent study may only be taken by those students who are concurrently enrolled in SOC 481: Field Experience in Social Welfare. In conjunction with the fieldwork placement, provides an advanced forum to discuss the social work profession. Implications of the Social Work Code of Ethics on professional conduct, as well as inter-agency approaches to social work and social welfare are explored. | | |
| SOC 483 Senior Practicum in Crime and Justice | 3 Credits | F, I, S |
| Capstone course for the crime and justice minor. Students gain direct experience with the field in agencies of law enforcement, courts or law firms, and corrections/rehabilitation/community restoration. The practicum requires 120 hours of field participation over the semester, weekly journals and a final substantive, scholarly paper. <i>Prerequisites: at least two courses from SOC 311, 319 or 412, and one course from the crime and justice minor electives, or permission of instructor</i> | | |

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Carol A. Scheppard, Vice President and Dean for Academic Affairs, Professor of Philosophy and Religion; B.A., Wesleyan University; **M.Ed.,** Lesley College; **M.Div.,** Princeton Theological Seminary; **Ph.D.,** University of Pennsylvania; Bridgewater College, 1998–

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Professors

William E. Abshire, Anna B. Mow Endowed Professor of Philosophy and Religion; B.A., Bridgewater College; **M.A.Th.,** Bethany Theological Seminary; **Ph.D.,** University of Virginia; Bridgewater College, 1987–

Robert B. Andersen, W. Harold Row Professor of International Studies; B.A., Macalester College; **M.A., Ph.D.,** University of Denver; Bridgewater College, 1990–

Stephen F. Baron, Harry G. M. Jopson Professor of Biology; B.S., M.S., University of Dayton; **Ph.D.,** Virginia Polytechnic Institute and State University; Bridgewater College, 1995–

Paul J. Bender, Professor of Mathematics; B.S., Albright College; **M.S., Ph.D.,** Ohio University; Bridgewater College, 1976–

Erich E. Brumbaugh, Professor of Chemistry; B.A., Bridgewater College; **Ph.D.,** University of Virginia; Bridgewater College, 1986–

Joseph M. Crockett, Professor of Chemistry; B.S., Hampden-Sydney College; **Ph.D.,** University of North Carolina at Chapel Hill; Bridgewater College, 1985–

L. Alan Eby, Professor of Psychology; B.S., Eastern Mennonite University; **Ph.D.,** Fuller Seminary; Bridgewater College, 2007–

Catherine L. Elick, Professor of English, William Thomas Chair of Humane Letters; B.A., M.A., James Madison University; **Ph.D.,** Vanderbilt University; Bridgewater College, 1988–

Stanley A. Galloway, Professor of English; B.A., Northwest Nazarene College; **M.A.,** Kansas State University; **Ph.D.,** University of Kansas; Bridgewater College, 1993–

Jean Roth Hawk, Professor of Education; B.A., Bluffton College; **M.S.,** James Madison University; **Ph.D.,** George Peabody College for Teachers, Vanderbilt University; Bridgewater College, 2006–

Mary Frances Heishman, Professor of Health and Human Sciences; B.A., Bridgewater College; **M.A.,** James Madison University; **Ed.D.,** University of Virginia; Bridgewater College, 1970–

Mark A. Hogan, Professor of Education; B.A., Greenville College; **M.A.,** University of Iowa; **Ph.D.,** Vanderbilt University; Bridgewater College, 2006–

Stephen L. Longenecker, Professor of History; B.S., Shippensburg University; **M.A.,** West Virginia University; **Ph.D.,** The Johns Hopkins University; Bridgewater College, 1989–

Jeffrey H. Pierson, *Professor of Communication Studies*; B.A., North Carolina State University; M.A., Temple University; Ph.D., Rutgers University; Bridgewater College, 1992–

Mwizenge S. Tembo, *Professor of Sociology*; B.A., University of Zambia; M.A., Ph.D., Michigan State University; Bridgewater College, 1990–

Leroy G. Williams, *Professor of Computer Science*; B.S., Heidelberg College; M.S., U.S. Naval Postgraduate School; Ph.D., George Mason University; Bridgewater College, 1995–

Associate Professors

Kimberly J. Bolyard, *Associate Professor of Biology*; B.A., University of North Carolina at Chapel Hill; B.A., Ph.D., Indiana University; Bridgewater College, 2007–

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Non-Discrimination Notice

Bridgewater College does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other college programs and activities, or with regard to employment.

Title IX, the federal law that prohibits sex discrimination, provides that “no person...shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance....” The following are examples of sex-based discrimination prohibited by Title IX:

1. Sexual harassment, including sexual assault, occurring in connection with any academic, athletic, extracurricular, or other College program, regardless of the location;
2. Discriminatory decision-making by a supervisor of an employee based on the employee's sex;
3. Failure to provide equitable opportunities for participation in intercollegiate sports.

The College's Title IX Coordinators are the designated college officials with primary responsibility for coordinating the College's compliance with Title IX and other federal and state laws and regulations relating to sex-based discrimination.

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Students who have a disability that they would like to disclose for purposes of special needs or accommodations, or who have questions about disability services, should contact:

Dr. Raymond “Chip” Studwell, *Director of Academic Support Services*

Section 504 Coordinator

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For further information on the notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office of the U.S. Department of Education, Office for Civil Rights that serves your area, or call 1-800-421-3481.



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